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ABSTRACT

Results of a statewide follow-up study involving 27,663 fall 1974 first-time students enrolled in occupational/career programs at all Illinois public community college districts are reported. Highlights indicate: the top objective for enrolling was preparation for employment in occupational/career area (56.2%); a large majority of former students obtained jobs (83.5% for first year graduates, 82.5% for second year graduates), with a small percentage unemployed (5.8% for first year graduates, 2.9% for second year graduates); students completing one to two years had a median salary $90 per month higher than students completing one year or less; graduates and non-graduates generally were either satisfied or very satisfied with present jobs (81% and 76% respectively); 60% obtained jobs in their community college district; 52% obtained jobs on their own; a large majority of employed graduates found occupational/career courses either helpful or very helpful in present jobs; over one out of four were continuing their education in some way within a year of leaving school; 63% of full-time enrollees were still enrolled in fall 1975, while less than half (45.8%) of part-time students were still enrolled in fall 1975. Data are presented in tabular form and the survey instruments are appended. (LH)

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ILLINOIS PUBLIC COMMUNITY COLLEGE STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY

"SECOND PROGRESS REPORT"

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Occupational Student Follow-Up Study
(Second Progress Report)
January, 1978

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HIGHLIGHTS OF THE ICCB STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY

1. The Statewide Occupational Student Follow-Up Study marked the first time that all public community colleges in Illinois were engaged in a comprehensive follow-up study of their occupational/career education students. The expertise and experience of a few individuals that have been engaged in follow-up studies for a number of years were utilized to develop instruments and manuals which assisted a large number of community colleges in initiating an occupational follow-up study for the first time. Special assistance was also provided through workshops conducted by the ICCB staff. All 38 Illinois public community college districts in existence in the Fall of 1974 participated in the study. A total of 27,663 Fall, 1974 first-time students enrolling in occupational/career curriculums constituted the study groups. This group contained 12,512 full-time students and 15,151 part-time students. Female students constituted 50.3% of the total while 49.7% of the students were male. (See pages 1-2)

2. One of the most unique features of this follow-up study was the identification of the original intent of the students for enrolling in an occupational/career program at a community college. The results of this analysis revealed that only 56.2% of all occupational/career students enrolled at a college with the intent of preparation for employment in that career area. Many other students enrolled in an occupational/career program for short duration objectives such as "Improvement of Skills and Competencies in the Present Job or Business" or "Preparation for Specialized Training". This analysis revealed that we can expect many occupational/career students to complete their objectives after completing only a few courses at the community college. (See pages 4-5)

3. The follow-up survey of former occupational/career students revealed that the large majority of former students obtained jobs and were in the labor force with only a small percentage being unemployed and actively seeking a job. Of those former students who graduated during the first year of the study 83.5% were employed either full-time or part-time while 5.8% were unemployed and actively seeking a job. Of those students who graduated during the second year of the study 82.5% were employed full-time or part-time and only 2.9% were unemployed and seeking a job. These job placement rates were much better than the state average rates for individuals of college age and even higher than for Bachelor's Degree graduates in many programs. (See pages 23-25)

4. An analysis of monthly salaries of former students who were employed revealed that community college occupational/career education had a great impact on increasing the incomes of individuals. The former students who completed more than one year to two years of education at the community college had a median monthly salary which was $90 per month higher than former students who completed one year or less at the community college. (See pages 30-31)

5. Former community college occupational/career students were generally very satisfied or satisfied with the position or job that they had after completing their community college education. 81% of the graduates reported that they were either satisfied or very satisfied with their present job or position while

only 9% were either dissatisfied or very dissatisfied. Of the non-graduates, 76% reported they were satisfied or very satisfied while 14% reported being either dissatisfied or very dissatisfied with their present job or position. (See pages 32-33)

6. A large majority of former community college occupational/career students obtained jobs in the same community in which the community college district is located. The results of the follow-up study indicated that 60% of the students took jobs in the community college district which they attended, an additional 28% of the students indicated that they located a job in Illinois outside of the community college district, while only 6% of the students reported taking jobs outside of Illinois. (See pages 34-35)

7. When asked how they found their present job the largest proportion (52.1%) of the graduates said that they found their job on their own while almost one out of five (17.7%) continued in a prior job, 12.2% found their job through a community college instructor or other community college personnel, and 2.7% reported that the college placement office was responsible for helping them find their present position. (See pages 28-29)

8. An evaluation of the occupational/career courses in the community colleges by employed graduates revealed that a large majority found these courses to be either very helpful or helpful in various aspects of their present job or position. (See page 36)

9. Over one out of four (25.9%) former community college occupational/career students were continuing their education on either a full-time or a part-time basis within one year after graduating or discontinuing their education at the community college. (See pages 26-27)

10. An analysis of the enrollment patterns of occupational/career students revealed that two out of three students (63.0%) who enrolled as full-time students in the fall 1974 term were still enrolled during the fall 1975 term while 37.0% were not enrolled. Of the students who enrolled on a part-time basis in the fall 1974 term, less than half (45.8%) were still enrolled during the fall 1975 term while 54.2% were not enrolled. However, an analysis of the reasons for discontinuing enrollment at a community college revealed that a majority of students either completed their objectives prior to withdrawing from college or withdrew from college only temporarily because of other responsibilities. Only 3.9% of the students withdrew because of academic difficulties. Some students (8.2%) indicated that they were financially unable to attend while 1.5% discontinued their enrollment because of transportation problems. (See pages 8-20)

PREFACE

The Illinois Community College Act specifies that the Illinois Community College Board shall conduct "...thorough, comprehensive and continuous study of the status of community college education, its problems, needs for improvement, and projected developments...". The Act further stipulates that the Board shall have the power, and it shall be its duty "to cooperate with the community colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualifications and certification of facilities and any other problem of community college education ...".

The Illinois Community College Board has conducted a number of studies in response to the Illinois Community College Act. First, in 1970 a cooperative project with the American College Testing Program was conducted to analyze the characteristics of persons before they enrolled in public community colleges of Illinois. Each year since 1970, studies of community college student characteristics have been completed for those community college students taking the ACT Test. Second, a study on student development, "Student Development Programs in the Illinois Community Colleges", conducted during 1971-72, analyzed what happens to students while they attend the community colleges by describing the programs designed to serve students and promote their development. Third, several "follow-up" studies have been conducted about students after they left the college. The first statewide follow-up study of community college transfer students who subsequently enrolled at four-year colleges and universities was conducted in 1967 through 1969. A report of this study entitled "Performance of Transfer Students Within Illinois Institutions of Higher Education" was published in November, 1971. In 1973 a second statewide follow-up study of transfer students was initiated. This study was deemed essential because of the rapid growth in the number of community college districts and community college enrollment between 1967 and 1973. Phase III of the follow-up study of the Fall, 1973 transfer students from Illinois public community colleges was completed in June, 1977. In this particular study only students transferring during the fall term 1973 from Illinois public community colleges to Illinois four-year colleges and universities were included.

The present study is the first statewide follow-up study of occupational/career education students in Illinois public community colleges. The need for an occupational follow-up study is very great at both the state and local levels. In response to this need, the Illinois Community College Board Research Advisory Council identified the Occupational Student Follow-Up Study as their top priority project. This Statewide Occupational Student Follow-Up Study was developed through the efforts of the ICCB Research Advisory Council and the special occupational follow-up subcommittee. Both of these groups spent a considerable amount of time and effort in getting this study implemented. Considerable support was also given to this study by the Council of Presidents, who unanimously endorsed the study, and by the community college personnel, who realized the great need for this statewide effort despite the great deal of work that it meant at the local level. A report on Phase I of the Statewide Occupational Student Follow-Up Study was completed in June, 1975. This report described the characteristics of the students in the study. This second progress report analyzes the reasons for withdrawal and the results of the first and second year follow-up surveys.

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ACKNOWLEDGEMENTS

The development of the Statewide Occupational Student Follow-Up Study was initiated by the ICCB Research Advisory Council in the Spring of 1974. A special Occupational Follow-Up Study Sub-Committee was then formed to work closely and extensively with the ICCB staff in developing the standardized items and the procedures for the study. These two groups also provided statewide coordination of the Occupational Student Follow-Up Study. The ICCB staff wish to express their appreciation for the many hours of expert and dedicated service that the members of these groups contributed to this follow-up effort. The broad representation from the many community college personnel kept this study very responsive to local needs in addition to providing needed information for use at the state level. The members of each of these groups are listed below:

1974-75 ICCB Research Advisory Council Members

Dr. Henry Moughamian, Chairman, City Colleges of Chicago
Dr. Kenneth Epperson, Western Illinois University
Dr. Stephen J. Groszos, College of DuPage
Dr. Ernst Giesecke, Sangamon State University
Dr. Alfred R. Hecht, Moraine Valley Community College
Dr. John Cox, Wabash Valley Community College
Dr. John Nee, Richland Community College
Mr. Dean Strenger, Highland Community College
Mr. Chris Lozier, Kishwaukee College
Dr. Paul Lingenfelter, Illinois Board of Higher Education Staff
Dr. James Sullivan, Illinois Community College Trustees Association Staff
Dr. Ivan J. Lach, Illinois Community College Board Staff
Ms. Peggy Sheerin Kohl, Illinois Community College Board Staff

State Occupational Follow-Up Study Subcommittee

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Dr. Ernst Giesecke, Sangamon State University
Ms. Marjorie Martin, Illinois Central College
Dr. John Nee, Richland Community College
Dr. Clyde Washburn, Belleville Area College
Dr. William Piland, Thornton Community College
Mr. Chris Lozier, Kishwaukee College
Mr. Marty Huske, College of DuPage
Dr. Ron McCage, Division of Vocational-Technical Education Staff
Dr. Ivan J. Lach, Illinois Community College Board Staff
Ms. Janet Stroud, Illinois Community College Board Staff
Ms. Peggy Sheerin Kohl, Illinois Community College Board Staff

Since most of the burden for implementing the follow-up study was at the local colleges, we want to express our appreciation to the hundreds of persons at the community colleges who spent thousands of hours surveying the students in the study and preparing the reports for the ICCB. We also want to thank the community college administrators for their support of this follow-up study.

INTRODUCTION

The Statewide Occupational Student Follow-Up Study was initiated during the fall term of 1974 and was designed to continue tracking the students through the community colleges for three years with the final follow-up survey of former students scheduled for completion during March 1978.

Participation in the Statewide Occupational Student Follow-Up Study consisted of 38 public community college districts in Illinois (John Wood College was just founded in 1974 and had no students enrolled during 1974-75) and in all 46 community college campuses that had occupational/career students enrolled. At that time the Urban Skills Institute campus of City Colleges of Chicago had only General Studies students, and therefore, could not participate in the study. The students that were identified to be included in the study were all new students enrolled in occupational/career programs during the fall 1974 term.

The total number of students, in the follow-up study at the community colleges was a substantial 27,663 students. The number of students at any campus varied from a high of 3,770 at Triton College to a low of 88 at State Community College. The average number of students at each campus was approximately 600. The sample consisted of 15,151 part-time and 12,512 full-time students. Female students accounted for 50.3% of the total while male students made up 49.7%. Figure 1 on the next page illustrates the characteristics of the students in the study.

The Purpose of the Study

The need to have adequate measures of educational outcomes for community college occupational students has not only been written into federal legislation but is essential at all governmental levels to compete for limited economic resources and at the local institutional level for more effective occupational program planning and management. Previously, only a few community colleges in Illinois had continuous follow-up studies of occupational students which are essential to be able to complete the USOE "Placement of Program Completions in Vocational Education" (VE-22 Form) with valid data. Many Illinois Community colleges were struggling to establish occupational follow-up studies. The ICCB Research Advisory Council selected the statewide follow-up study of occupational students as its top priority project, primarily to aid local community colleges in establishing occupational follow-up studies at their institutions. A statewide follow-up study does provide the following advantages:

1. Provides uniform occupational program outcomes data for the entire Illinois public community college system. This provides a source of needed data to meet state level data inquiries;

2. Utilizes the talents and expertise of professionals in the entire Illinois community college system in a common effort for all community colleges. The standardized survey instruments were adapted from ones developed and in use at several Illinois community colleges;

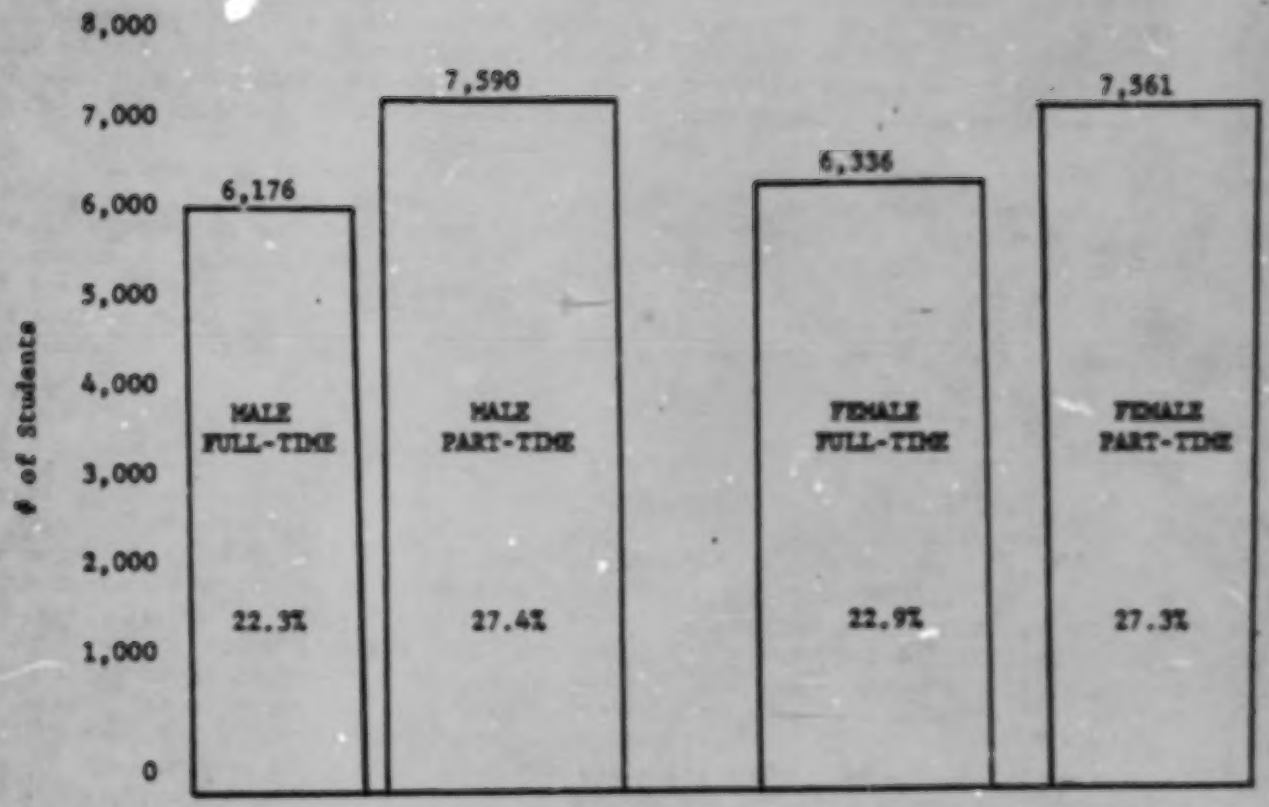

Figure 1: A DISTRIBUTION OF THE STUDENTS IN THE OCCUPATIONAL FOLLOW-UP STUDY SAMPLE BY MALE/FEMALE AND FULL-TIME/PART-TIME.

3. A statewide analysis of occupational follow-up data provides state norms for comparative purposes. These state norms are essential for analysis of local follow-up results; and,

4. Provides data support and analysis from the ICCB Management Information System to assist the local community colleges with the follow-up effort.

Objectives of the Study

The following objectives were developed for the ICCB Statewide Occupational Follow-Up Study when the study was initiated:

1. To identify the reasons that students have for taking course work in occupational areas in the community colleges;

2. To determine to what extent former occupational students achieved their objectives;

3. To determine the enrollment patterns of occupational students in the community colleges of Illinois;

4. To determine the job location of former community college occupational students;

5. To assist and encourage local institutions in developing occupational follow-up studies;

6. To assist the local institutions in obtaining data necessary for master planning in occupational program areas; and,

7. To assist in providing necessary data for local occupational program advisory committees.

Research Method

A three year longitudinal follow-up study of students enrolled in occupational programs in the community colleges of Illinois was utilized.

The study included all students enrolled in occupational certificate or degree program areas who were new students at the college during the Fall, 1974 term. (New students included only those with zero credit hours and excluded transfers. Due to the very large number of students at large colleges a one-third random sample was utilized by colleges having over 275 students.

Limitations of the Study

Since the implementation of the Statewide Occupational Follow-Up Study was primarily done at the local community college level, the accuracy of the data depends on how well the procedures and definitions were adhered to by the persons responsible for the study at the colleges. Although manuals with instructions were utilized and workshops were conducted for

all the staff involved with the study, a number of colleges had several different staff members responsible for the study due to changes in staffings which caused difficulty in the implementation of the study.

Another limitation of the study was the small number of responses received by some of the colleges from certain categories of students in the follow-up survey. Also, a few colleges did not submit all the required data for the follow-up study and were not included in some of the analyses. This limitation was primarily at the local level because the statewide response rates were usually adequate for state analysis.

Due to the fact that this study was designed to provide statewide information of occupational/career former students, it is limited by the lack of specificity of some items. The study was designed so that local colleges could add specific items relative to certain programs at their option but these were not collected on a statewide basis. Also, since each analysis required that the data had to be obtained from each college in the appropriate format it was impossible to analyze the data in a number of different ways to answer some of the questions which surfaced from some of the results.

The Student's Objectives

One of the most unique features of this follow-up study was the identification of the original intent of the student for enrolling in an occupational/career program at a community college. By identifying the objectives of the student, the follow-up surveys attempted to determine whether or not the student was able to meet his or her objective.

The intent of the student was also very important for analysis of withdrawal rates, completion rates, and employment rates. Traditional follow-up studies have attempted to equate degree completion with success. However, a student who did not originally intend to complete a program should not be expected to do so. Hence, this intent item becomes essential for community college students because the assumption that all students are seeking degrees and certificates is probably a false one for the majority of community college students.

Figure 2 shows the distribution by student intent as reported in the study. The intent "Preparation for Employment in Occupational/Career Area" (56.2% of those reporting) was the most often sited by the occupational students for entering the college. This is the traditional goal which is often assumed for all occupational/career students. It is the goal of full-time students that have longer term objectives. For example, a rather short term goal of many full-time employed students "Improvement of Skills and Competencies in Present Job or Business" (21.2%) was the second most often selected intent. The other intents for enrolling at college were selected by the students in the following order: "Preparation for Advanced or Specialized Training" (11%), "Exploration of Career Opportunities in Vocational/Technical Areas (7.3%), and "Development and/or Review or Basic Vocational Skills" (4.3%).

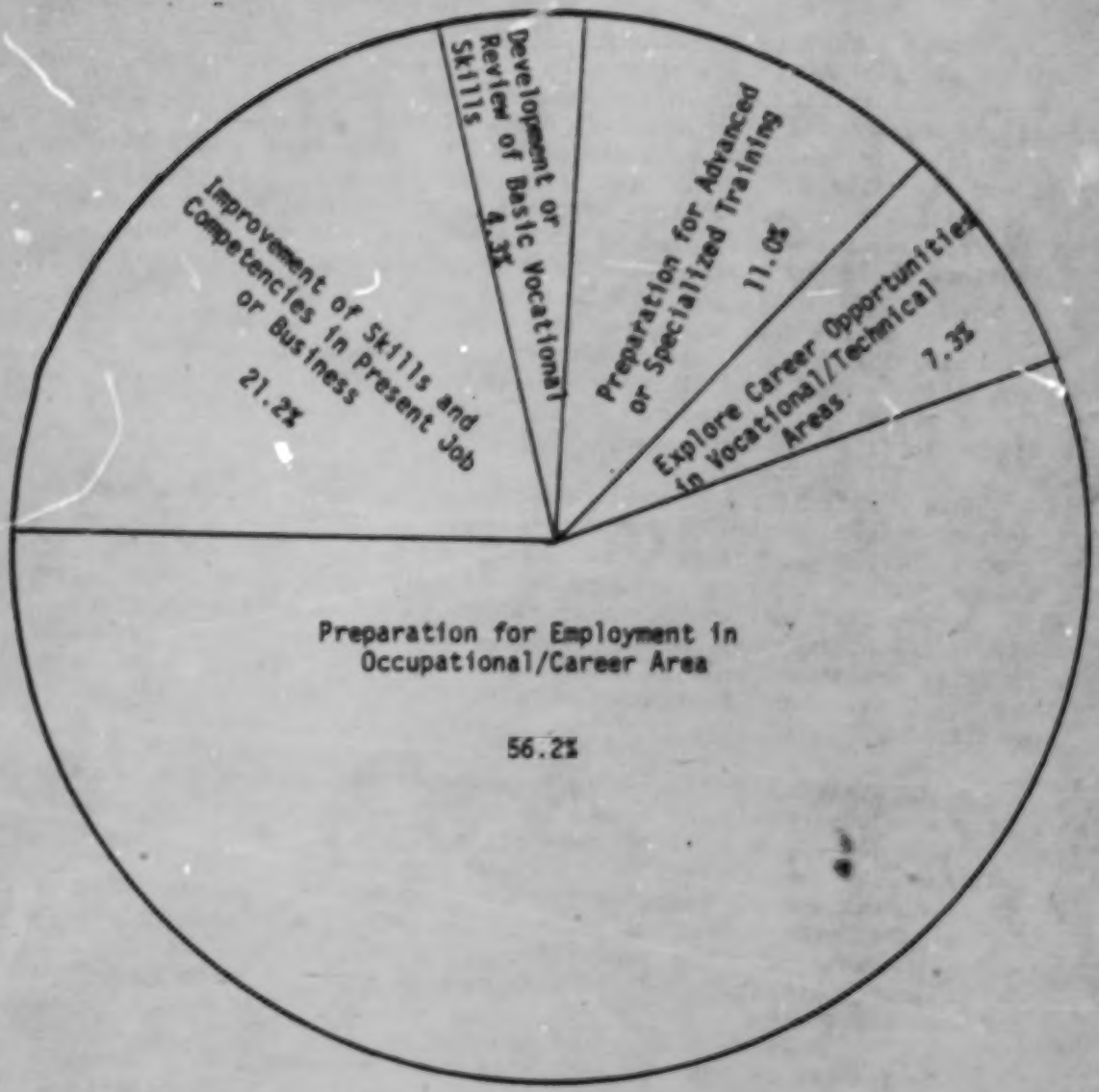
Development or Review of Basic Vocational Skills
4.3%
Preparation for Advanced or Specialized Training
11.0%
Explore Career Opportunities in Vocational/Technical Areas
7.3%
Improvement of Skills and Competencies in Present Job or Business
21.2%
Preparation for Employment in Occupational/Career Area
56.2%

Figure 2: ORIGINAL INTENT (OBJECTIVE) OF STUDENTS FOR ENROLLING IN AN OCCUPATIONAL/CAREER CURRICULUM AT ILLINOIS PUBLIC COMMUNITY COLLEGES AS REPORTED IN THE OCCUPATIONAL FOLLOW-UP STUDY

ENROLLMENT PATTERNS OF OCCUPATIONAL/CAREER STUDENTS IN THE FOLLOW-UP STUDY

Since community colleges enroll such a large proportion of non-traditional students and since many of these students have very unique goals for enrolling at the community colleges, the enrollment patterns of community college students are also very non-traditional. For example, many full-time employed students as well as housewives enroll at a community college on an intermittent basis, that is, they enroll whenever their job responsibility or their family responsibilities do not interfere with their enrollment at the college. Often they have to discontinue their enrollment for a term or two until these situations are resolved and they can come back and re-enroll at the community college. Hence, many students who discontinued their enrollment at a community college for a given term only, in actuality, interrupt their enrollment rather than withdrew or terminate from a college. This interrupted pattern is very common in the community colleges, yet it is rather difficult to document substantially.

Since many of the students that enroll in an occupational/career program at a community college have a very short-term objective, we can expect that many of these students will accomplish their objective by taking one course or two and, hence, will discontinue their enrollment at the community college for that reason. These students are often classified as dropouts in many traditional studies. However, since these students actually completed their objective for enrolling at the community college, they should be classified as successful completors rather than as dropouts.

This statewide follow-up study surveyed both former students who had graduated with a certificate or an associate degree program from a community college as well as those students who did not graduate and discontinued their enrollment from a community college. Students were considered non-graduates and not enrolled if they continued in a non-enrolled status through the Spring term, Summer term, and Fall term of a given year. Although even some of the non-graduates may have re-enrolled at the community college, this study did not analyze this group of students in terms of this possibility.

The results on the next page show the enrollment status of the students in the study sample at the end of the first year and second year of the study. At the end of the first year, 4% of the students had graduated, 33% were not enrolled for two consecutive terms and 63% were either enrolled or discontinued enrollment for only one term. At the end of the second year, 17% of all students had graduated with either a certificate or associate degree, 51% were not enrolled for two consecutive terms, including the Summer session, and 32% were either enrolled or had discontinued their enrollment for only one term.

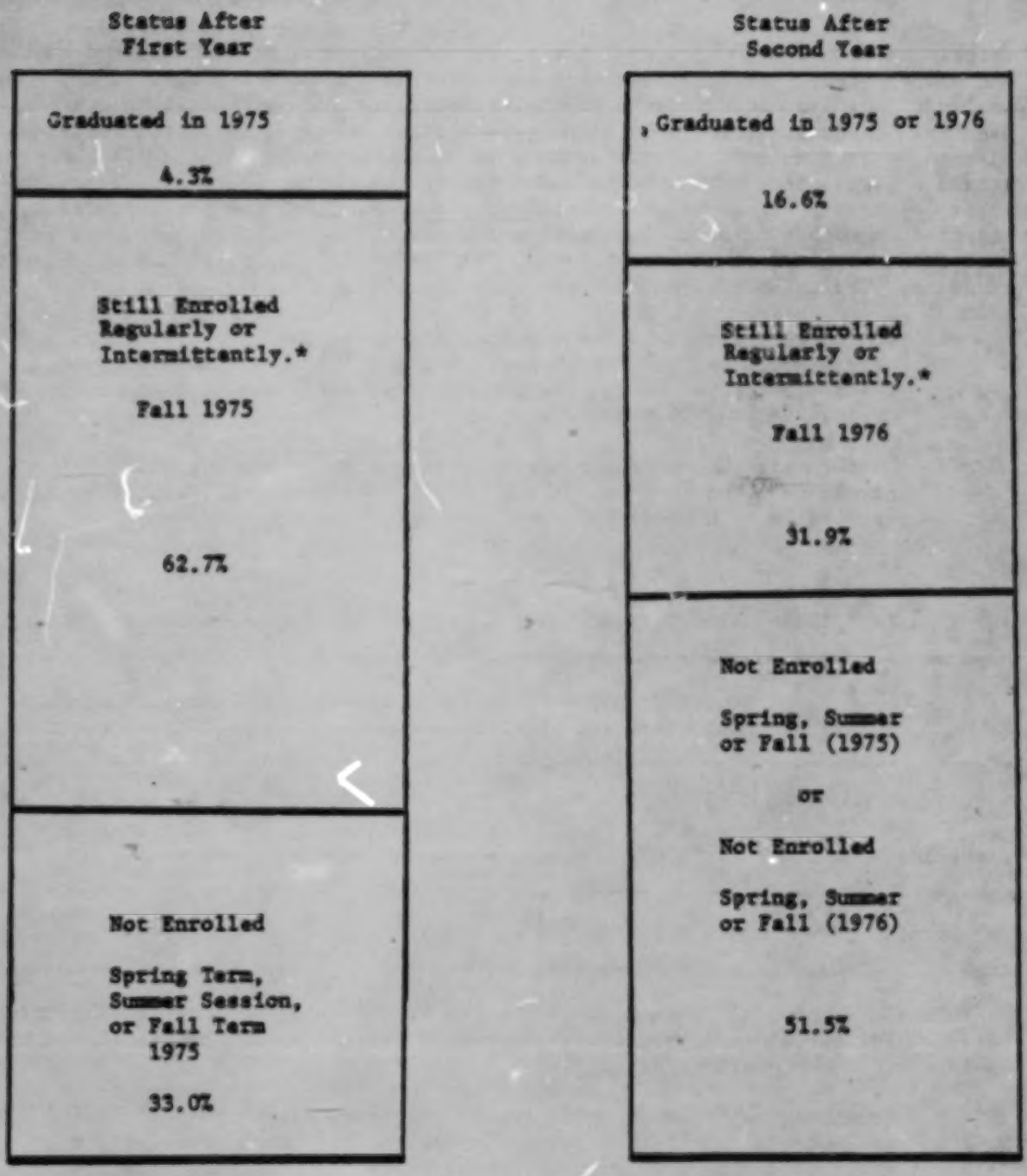

Figure 3: ENROLLMENT STATUS OF OCCUPATIONAL/CAREER STUDENTS AFTER ONE YEAR AND AFTER TWO YEARS. (N=11,824)

* Intermittent enrollment means attendance in at least one term, but not every term within the calendar year after Fall, 1974.

ICCB Statewide Occupational Follow-Up Study

ANALYSIS OF STUDENT ENROLLMENT PATTERNS

To analyze the pattern of student enrollment and the reasons for discontinued enrollment at the community colleges a special analysis included all those students who had originally enrolled but were no longer in attendance a year later. This analysis included many students who had temporarily dropped out of school and eventually made plans to re-enroll at the college whenever their circumstances changed. Also included in this group were students who originally planned to attend college only for the purposes of taking one or two courses to complete their objective. Hence, the reader is cautioned at this time not to infer any negative connotations with the enrollment rates. Table 1 below shows the enrollment rates obtained in the Occupational Follow-Up Study by full-time and part-time students. These results can be summarized as follows:

1. Of the full-time students who initially enrolled in occupational/career programs, two out of every three (63%) were still enrolled the following year while one out of three (37%) were not enrolled during the Fall 1975 term.

2. Of the part-time students who initially enrolled in occupational/career programs, one out of two (45.8%) were enrolled the following year while 54.2% were not enrolled during the Fall 1975 term.

Table 1

Enrollment Rates of Students One Year After Initial Enrollment

	Students in the Study Enrolled in Fall 1974	Number of Students Enrolled During Fall 1975		Number of Students Not Enrolled During Fall 1975	
	N	N	%	N	%
Full-Time	10,877	6848	63.0%	4029	37.0%
Part-Time	13,092	5996	45.8%	7096	54.2%
Total	23,969	12,844	53.6%	11,125	46.4%

The data shown in Table 2 shows the enrollment rates obtained in the Occupational Follow-Up Study by geographic area of the college. The results of this analysis can be summarized as follows:

3. Community colleges in urban areas experience a much higher withdrawal rate of their full-time students enrolled in occupational/career programs and have a lower withdrawal rate of their part-time students than the state average.

4. Community colleges in rural areas and small cities experience a much lower withdrawal rate among their full-time students and a much higher withdrawal rate among their part-time students than the state average.

5. Community colleges in suburban areas experience withdrawal rates of their full-time and part-time students which were very close to the state average and between the two extremes of the urban and rural/small city community colleges.

Table 2

Enrollment Rates by Geographic Area of College One Year After Initial Enrollment

	Full-Time Students N=4029		Part-Time Students N=7096		All Students N=11,125	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled
Urban *	49.9%	50.1%	55.3%	44.7%	53.1%	46.9%
Suburban *	58.6%	41.4%	44.5%	55.5%	49.8%	50.2%
All Other (Rural and Small Cities)	69.8%	30.2%	40.2%	59.8%	58.6%	41.4%
Total	63.0%	37.0%	45.8%	54.2%	53.6%	46.4%

The enrollment rates of community college students in other studies were similar to those found in this study. Astin (1972,1975) found the attrition rate from one year to the next was 50% or greater for entering community college freshman. Lightfield (1975) reported different attrition rates for entering full-time freshman (21%) and entering part-time freshman (70%) for the succeeding semester. Brunner and Packwood (1977) found smaller attrition rates for full-time (11%) and day-time (27%) students as compared to part-time (51%) and evening (52%) students. Brunner and Packwood also found the non-returning students had a significantly larger number of goal changes than did returning students. However, most community college students who withdrew from college do so only temporarily or because they have completed their educational goals. Bossan and Burnett (1970) and Lightfield (1975) found that community college students who withdrew from school did re-enroll at later dates. Nickens (1976) redefined the community college dropout as the nonpersistent students who have not reached their educational goals and have no plans to complete these goals. Using this definition, Nickens found that less than 2% of community college students were dropouts.

* Urban community colleges consisted of the eight campuses of City Colleges of Chicago while the suburban colleges consisted of all those colleges in the Chicago and St. Louis suburban areas. All other community colleges in Illinois were classified into the category rural or small city.

ENROLLMENT ANALYSIS BY STUDENT INTENT

Since many of the occupational students in the study indicated that their educational objectives were of a short-term nature which did not include completing a certificate or a degree program, it must be realized that discontinuation of enrollment does not necessarily mean that the students did not complete their objectives for attending the community college. For example, many students indicated that they enrolled at the college primarily to improve their skills and competencies in their present job or business. This particular objective could be accomplished during one term by completing one particular course. Hence, the student could have completed his objective without being enrolled in college a year later. Since the original intent of the student for enrolling in an occupational program at a community college was obtained at the beginning of the study, an analysis of the enrollment rates by student intent was possible. This analysis which is shown in Table 3 on the next page reveals that a higher rate of students discontinued their enrollment at college in those intent categories that were short-term in nature. The results of this analysis can be summarized as follows:

1. Occupational students that had the Goal "Preparation for Employment in an Occupational/Career Area" as their intent for enrolling at the college tended to stay enrolled at the college at a substantially higher rate (64.1%) than the average of all occupational/career students.

2. Occupational/career students who enrolled at the community college with the intent "Development and/or Review of Basic Vocational Skills" discontinued their enrollment at the college at a much higher rate than the average of all community college occupational/career students.

3. Occupational/career students who enrolled on a part time basis discontinued their enrollment at a higher rate (54.2%) than did students who enrolled on a full-time basis (37.0%).

4. This analysis shows that continued enrollment rates of occupational/career students in the community colleges were affected by the original intent of students for enrolling at the community college. In general, the more short-term the intent, the higher the rate for discontinued enrollment.

Table 3

Enrollment Rates by Student Intent One Year After Initial Enrollment

Original Student Intent	Full-Time Students N=4029 Enrolled	Not Enrolled	Part-Time Students N=7096 Enrolled	Not Enrolled	All Students N=11,125 Enrolled	Not Enrolled
Preparation for Employment in an Occup./Career Area	69.3%	30.7%	54.1%	45.9%	64.1%	35.9%
Improvement of Skills and Competencies useful in Present Job or Business	64.9%	35.1%	51.0%	49.0%	52.9%	47.1%
Development and/or Review of Basic Vocational Skills	49.1%	50.9%	38.6%	61.4%	41.0%	59.0%
Preparation for Advanced or Specialized Training	62.6%	37.4%	55.7%	44.3%	59.2%	40.8%
Exploration of Career Opportunities in the Voc./Tech. Areas	64.0%	36.0%	47.0%	53.0%	53.4%	46.6%
Intent Not Given or Unknown	50.3%	49.7%	38.6%	61.4%	42.6%	57.4%
Total	63.0%	37.0%	45.8%	54.2%	53.6%	46.4%

Survey of Non-Enrolled Students

The enrollment status of students could be determined by simply checking the college records to see whether the students have graduated and to determine whether or not they were enrolled during the fall 1975 term. Although this analysis produced very meaningful data and valuable statewide norms for use by individual community colleges in analyzing their own student enrollment patterns, it did not provide the reasons for students to discontinue their enrollment. To determine the reasons why students interrupted their college education and to find out whether or not they have completed their educational objectives at the community colleges, it was necessary to survey all those students that were not enrolled during the fall 1975 term. Surveys of students no longer enrolled are always difficult to do because the addresses of many students are unavailable and because the number of students that are willing to respond to these surveys is relatively low. In this Occupational Student Follow-Up Study the student surveys were conducted by each of the Illinois community colleges. An effort was made to get a good response rate to this survey by mailing second requests and by use of the telephone by many colleges. Table 4 shows the statewide response rate on this survey. Of the 11,125 students that were surveyed, 3,929 responses were obtained. This 35.3% response rate statewide provided a total sample which was large enough to make the results meaningful. Although no analysis was made of non-responded bias in this study, many local community colleges that routinely check for non-responded bias generally find no bias in studies of this type.

Table 4

Response Rate to the Non-Enrolled Student Survey

	No. Surveyed	No. Responded	Response Rate
Full-Time Students	4029	1493	37.1%
Part-Time Students	7096	2436	34.3%
All Students	11,125	3,929	35.3%

Reasons for Discontinued Enrollments

Occupational students who did not re-enroll at the community colleges were asked their reasons for discontinuing their enrollment. Table 6 (next page) shows an analysis of this item in the survey by full-time and part-time students. The second reason listed "Took all Courses Originally Planned" was indicated by 18.6% of the students as their reason for discontinuing enrollment at the college. This reason indicates that these students had successfully completed their original educational objectives for enrolling at the community college. An analysis of this item by full-time and part-time students shows that 22.2% of the part-time students who discontinued their enrollment in college indicated their reason as being, "Took all Courses Originally Planned".

Table 5

Reasons Why Students Discontinued Their Enrollments in Occupational/ Career Programs at Community Colleges.

Reasons	Students Full-Time (N=1493)	Students Part-Time (N=2436)	Total Students (N=3929)
1. Other Specified Reasons	28.1%	25.1%	26.3%
2. Took All Courses Originally Planned	12.6%	22.2%	18.6%
3. Job Responsibilities Too Great	7.1%	14.0%	11.4%
4. Financially Unable to Attend	8.6%	7.9%	8.2%
5. Changed Career Goals	10.1%	6.0%	7.6%
6. Transferred to Another School	10.0%	6.1%	7.6%
7. Family Responsibilities Interfere	4.1%	9.5%	7.4%
8. Academic Difficulty	6.3%	2.5%	3.9%
9. Obtained Full-time Employment in Related Area of Preparation at College	4.8%	3.2%	3.8%
10. Obtained Full-Time Employment in Area of Preparation at College	6.4%	2.1%	3.7%
11. Transportation Problems to College	1.7%	1.4%	1.5%

The third highest reason for discontinuing enrollment from college was "Present Job Responsibilities too Great". This particular reason is very unique to community college students because such a large proportion of them are attending colleges while they are full-time employed. This reason was indicated as being the primary reason for not re-enrolling by 14% of the part-time students and 7.1% of the full-time students.

REASONS WHY STUDENTS WITHDRAW FROM COMMUNITY COLLEGES

The students who were in the Occupational Follow-Up Study and were not enrolled for the Fall 1975 term were asked their reasons for not continuing their enrollment. Figure 3 on the following page shows the results of this analysis. The largest proportion of students (26.3%) did not check any of the listed reasons on the survey instrument but marked "Other" and specified particular personal reasons which they had. The second most common reason indicated by the students in the follow-up survey for not re-enrolling at the community college was "Took all Courses Originally Planned". A summary of this analysis is as follows:

1. Many community college students discontinued their enrollment at the college because they have completed their objective by taking all courses originally planned (18.6%), transferred to another school (7.6%), or obtained full-time employment (7.5%). Hence, 33.7% of those students no longer enrolled completed their objectives for attending the community college.

2. Since the study included many community college students who were full-time employees a substantial proportion of the reasons for withdrawals had to do with such reasons as "Job Responsibilities Too Great" (11.4%) and "Family Responsibilities Interfere (7.4%). These reasons indicate that these students are intermitent attenders of the community college and will, no doubt, be back at a community college when the temporary situations in their jobs or in their families are resolved.

3. Only a small percentage of community college occupational/career students withdrew because of academic difficulty at the community college (3.9%).

4. A number of community college students indicated their reasons for withdrawal as "Financial or Transportion Problems". Although the percentages were not abnormally large, these are items which do present barriers to community college education for some students.

5. The reason that students gave for withdrawing from college did differ by the original intent that they had for enrolling at the college. For example, students who enrolled at the college with the original intent of preparing for advanced or specialized training gave as their primary reason for withdrawing from school "Transferred to Another School", and students who enrolled at the community college with an intent of "Exploration of Career Opportunities in the Vocational/Technical Area" withdrew from the community college primarily because they "Changed Career Goals". The complete analysis of the reasons for withdrawal from college by original student intent is shown in the detailed occupational follow-up study report.

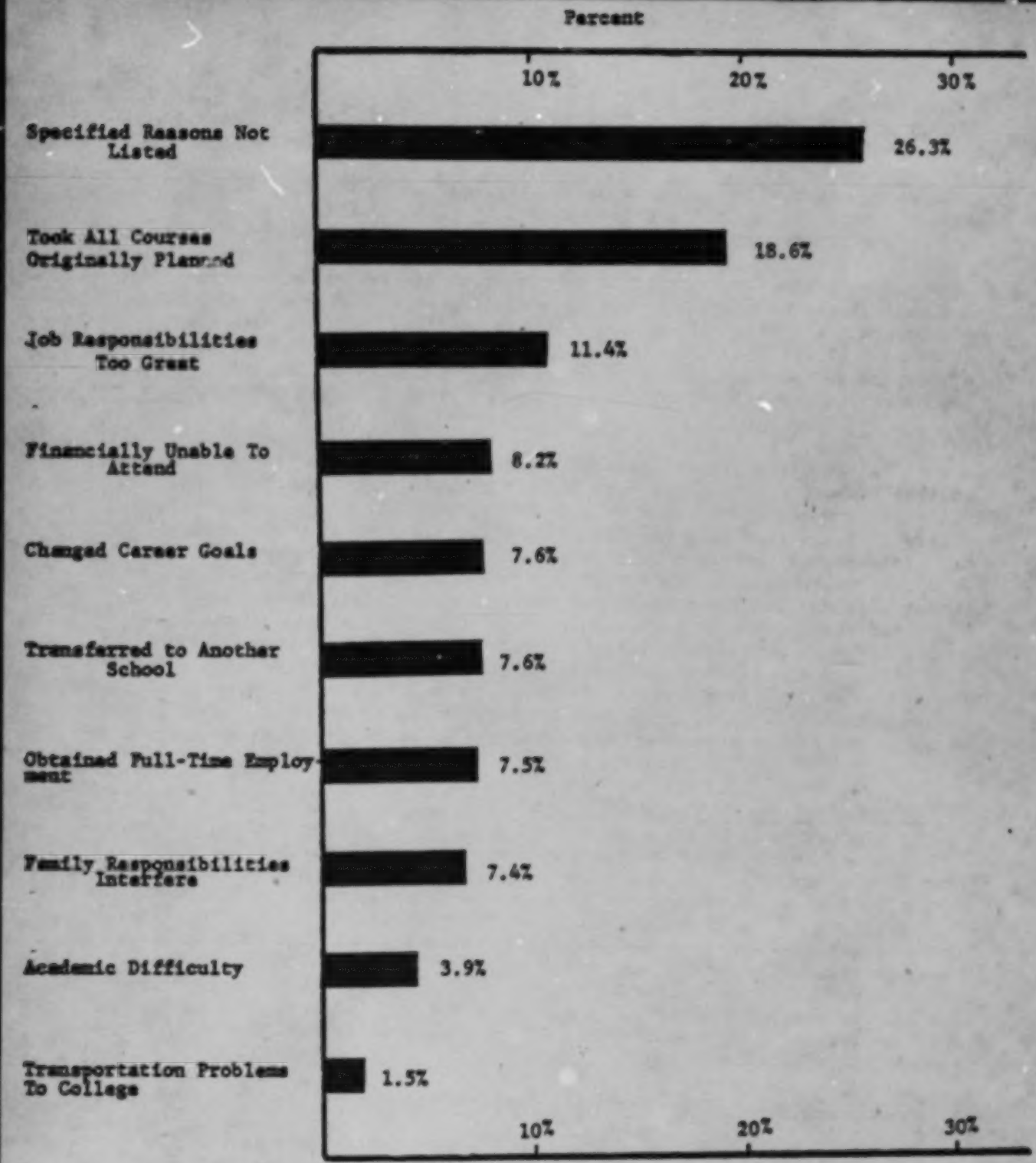

Figure 3: REASONS GIVEN FOR WITHDRAWING FROM COLLEGE BY OCCUPATIONAL/CAREER STUDENTS IN THE STATEWIDE FOLLOW-UP STUDY.

Major reasons for withdrawing from college among the full-time students were "taking all courses originally planned" (12.6%), "obtaining full-time employment" (11.2% item I and J combined), changed career goals (10.1%) and "transferred to another school" (10.0%). Among full-time and part-time students, 7.5% of the students that withdrew from college did so because they obtained full-time employment in either the exact area of preparation at the college or in a related field. Of the full-time students 6.4% withdrew because they obtained full-time employment in an area of preparation at the college while an additional 4.8% obtained full-time employment in a field related to the area of preparation at the community college.

A fairly large percentage of students (8.2%) withdrew from a community college because of financial problems and a substantial number (7.4%) withdrew from college because of a family responsibility. Of particular interest is the fact that the "Other Specified Reasons" for withdrawing from college was indicated by a large percentage of the students (26.3%). This particular item on the survey instrument was simply indicated as "other reasons" and the student was asked to specify his particular reason for withdrawal. Some of the reasons which could be included in this item by the students were conflicting job hours change in residence, dissatisfied with content of course, personal health, and a variety of other specific reasons which the student might indicate. Only 3.9% of the occupational students in community colleges withdrew from school because of academic difficulties which is the commonly assumed reason for the majority of withdrawals from school.

Withdrawal Analysis by Original Intent

The next analysis of the reasons for occupational students to withdrew from a community college prior to completing their certificate or degree program was done by considering the original intent of the student for enrolling at the community college. The results of this analysis are shown in Tables 7 and 8 on the following two pages. This analysis revealed that the reasons for withdrawal differ considerably by the original intent of the student and by whether or not the student is full-time or part-time. The following is an analysis of the reasons for withdrawal of students from the community college for each of the intent categories chosen by the student at original enrollment.

I. Original Intent: Preparation for Employment in an Occupational/Career Area

This group of occupational/career students indicated that their primary objective for attending the community college was preparation for employment in an occupational/career area. This is the objective we would normally expect students to indicate in such programs as registered nursing, electronics technology, dental hygiene and etc. Of the full-time students who withdrew from college from this category, 12.8% did so because they took all courses originally planned, 12.7% obtained full-time employ-

TABLE 6

REASONS FOR WITHDRAWING FROM COLLEGE BY ORIGINAL STUDENT INTENT

Full-Time Students

	Original Intent						
	1. Preparation for Employment in an Occup/Career Area	2. Improvement of Skills and Competencies useful in Present Job or Business	3. Development and/or Review of basic Vocational Skills	4. Preparation for Advanced or Specialized Training	5. Exploration of Career Opportunities in the Voc/Tech Areas	6. No Intent Given/Unknown	All Full-Time Students
Reasons for Withdrawal							
A. Took all courses originally planned	12.8%	15.4%	14.3%	14.3%	11.6%	6.1%	12.6%
B. Academic difficulty	6.7%	6.6%	5.7%	3.4%	3.8%	7.1%	6.3%
C. Changed career goals	10.5%	9.9%	8.6%	9.1%	15.1%	5.3%	10.1%
D. Transferred to another school	8.9%	4.4%	8.6%	22.9%	3.5%	10.6%	10.0%
E. Job responsibilities too great	5.8%	9.9%	14.3%	6.9%	10.5%	11.5%	7.1%
F. Financially unable to attend	8.2%	11.0%	8.6%	9.7%	11.6%	8.8%	8.8%
G. Transportation problems to college	1.4%	2.2%	2.6%	2.3%	2.3%	1.8%	1.7%
H. Family responsibilities interfere	4.5%	3.3%	0.0%	2.3%	1.2%	7.1%	4.1%
I. Obtained full-time employment in area of preparation at college	7.6%	7.7%	11.4%	1.7%	2.3%	4.4%	6.4%
J. Obtained full-time employment in related area of preparation at college	5.1%	2.2%	8.6%	2.3%	5.8%	5.3%	4.8%
K. Other specified reasons	28.5%	27.5%	17.1%	25.1%	30.2%	31.6%	28.1%
Total	100%	100%	100%	100%	100%	100%	100%

TABLE 7

REASONS FOR WITHDRAWING FROM COLLEGE BY ORIGINAL STUDENT INTENT

Part-Time Students

	Original Intent						
	1. Preparation for Employment in an Occup/Career Area	2. Improvement of Skills and Competencies useful in Present Job or Business	3. Development and/or Review of basic Vocational Skills	4. Preparation for Advanced or Specialized Training	5. Exploration of Career Opportunities in the Voc/Tech Areas	6. No Intent Given/Unknown	All Full-Time Students
Reasons for Withdrawal							
A. Took all courses originally planned	19.0%	27.4%	26.3%	19.3%	18.7%	20.8%	22.2%
B. Academic difficulty	3.9%	2.6%	2.3%	1.0%	1.0%	1.5%	2.5%
C. Changed career goals	7.6%	4.3%	3.4%	5.8%	10.5%	5.1%	6.0%
D. Transferred to another school	5.7%	4.6%	3.4%	13.5%	8.6%	5.6%	6.1%
E. Job responsibilities too great	11.5%	15.0%	16.6%	12.1%	15.3%	15.4%	14.0%
F. Financially unable to attend	8.7%	6.4%	5.7%	13.5%	7.2%	7.5%	7.9%
G. Transportation problems to college	1.5%	1.4%	1.1%	1.4%	1.4%	1.5%	1.4%
H. Family responsibilities interfere	8.4%	8.8%	10.3%	7.7%	11.5%	11.6%	9.5%
I. Obtained full-time employment in area of preparation at college	3.6%	1.7%	2.9%	.48%	.48%	1.5%	2.1%
J. Obtained full-time employment in related area of preparation at college	3.9%	3.1%	3.4%	1.4%	2.4%	3.0%	3.2%
K. Other specified reasons	26.0%	24.5%	24.6%	23.7%	23.0%	26.6%	25.1%
Total all Reasons	100%	100%	100%	100%	100%	100%	100%

ment, 10.5% changed their career goals, 8.9% transferred to another school and 8.2% were financially unable to continue in college. Of the students that obtained full-time employment, 7.6% were employed in the exact area of preparation at the college, while 5.1% were employed in an area related to their preparation. Part-time students who indicated preparation for employment in an occupational/career area as their primary reason for enrolling at the college and later withdrew from school did so for the following reasons: 19% took all courses originally planned; 11.5% had job responsibilities which were too great; 8.7% had financial problems; 8.4% indicated family responsibilities were too great; and 7.5% obtained full-time employment. It must be pointed out that a substantial number of students in this category indicated reasons for withdrawing from college which showed that they had completed their original objective for enrolling.

2. Original Intent: Improvement of Skills and Competencies Useful in Present Job or Business

The students who indicated as their primary reason for enrolling at the college the improvement of skills and competencies useful in present job or business were students who were employed at the time of enrollment at the college and were taking courses or programs primarily designed for the improvement of skill and competencies needed in their present position. This intent is common for part-time students who stay at the college for a short duration. Of those part-time students with this intent who withdrew from college, 27.4% did so because they took all courses originally planned. This indicates that this group of students had completed their original intent for enrolling at the college. Another 4.8% of these students withdrew because they obtained full-time employment in an area which was at least related to their preparation at the college. Other major reasons for withdrawing were job responsibilities too great (15.0%) and family responsibilities interferring with college attendance (8.8%). Of the full-time students with this intent who withdrew from college, 15.4% had taken all the courses that they originally planned; 11.0% were financially unable to continue; 9.9% obtained full-time employment; 9.9% changed career goals and 9.9% had job responsibilities which were too great.

3. Original Intent: Development and/or Review of Basic Vocational Skills

Students who indicated that their primary reason for enrolling at the college was development and/or review of basic vocational skills, were generally either full-time students in developmental occupational programs or part-time students learning new basic vocational skills. Of the full-time students with this intent who withdrew from college, 20.0% did so because they obtained full-time employment; 14.3% withdrew because they took all courses originally planned; and another 14.3% withdrew because job responsibilities were too great. Of the part-time students with this intent who withdrew from college, 26.3% took all courses which they originally planned; 16.6% had job responsibilities which were too great; and 10.3% had family responsibilities which interferred with their college attendance.

4. Original Intent: Preparation for Advanced or Specialized Training

Students who indicated that their primary reason for enrolling in an occupational/career program at a community college was the preparation for advanced or specialized training were generally ones that planned to take a limited amount of course work in this area and then transfer to another school. Of those full-time students with this intent who withdrew from college, 22.9% transferred to another school; 14.3% took all courses originally planned; 9.7% were financially unable to continue; and 9.1% changed career goals. Of the part-time students with this intent who withdrew from college, 19.3% did so because they took all courses originally planned; 13.5% transferred to another school; 13.5% withdrew because of financial difficulties; and 12.1% had job responsibilities which were too great. Hence, a large proportion of students in this category completed their objectives of preparing for advanced training at a community college and then transferring to another school.

5. Original Intent: Exploration of Career Opportunities in the Voc./Tech. Areas

Students who indicated the exploration of career opportunities in the vocational/technical areas as their primary reason for enrolling at the community college were generally ones who were undecided about their career goals and were interested in exploring various vocational/technical areas. Of the full-time students with this intent who withdrew from college, 15.1% changed their career goals; 11.6% took all courses originally planned; 11.6% withdrew because of financial difficulties; and 10.5% had job responsibilities which were too great. Of the part-time students with this intent who withdrew from college, 18.7% did so because they took all courses originally planned; 15.3% had job responsibilities which were too great; 11.5% had family responsibilities which interferred; and 10.5% changed their career goals.

This analysis of the reasons for withdrawing from occupational programs within a community college by the original intent of the student reveals that students with different objectives withdrew from college for a variety of different reasons and that many of the reasons for withdrawal indicate that the original objectives of the students were successfully completed. In some situtaions, some of the reasons for withdrawal simply indicate that a postponement of the original intent is necessary and the students can be expected to continue the pursuit of their objectives on an intermittent basis; that is, when their present job responsibilities or family responsibilities enable them to do so. These results show that the occupational/career programs in the community colleges serve a wide variety of students in the community, many of whom attend for a short period of time but often satisfy their objectives for enrolling at the college. This study also showed that in analyzing student outcomes in the community colleges it is essential that student goals or objectives are the basis of analysis rather than assumed student goals such as degrees or certificates earned.

ICCB Statewide Occupational Follow-Up Study

FOLLOW-UP SURVEY OF FORMER OCCUPATIONAL/CAREER STUDENTS

The Statewide Occupational Student Follow-Up Study also included a survey of all graduates and non-graduates who discontinued their enrollment at the community college to find out to what extent former occupational/career students achieved their objectives, where and how they located their job, their job satisfaction, and their evaluation of occupational/career courses at the community college. This follow-up was conducted following each year of the study during the months of November through January. The results from the first and second year follow-up surveys are reported in this paper. Although not yet completed, a third year follow-up survey is presently in progress and will be analyzed in a future report.

The tables and graphs on the next several pages of this report illustrate the most significant findings from the follow-up surveys of former students using the results from both the first year and second year follow-up surveys. The graduates and non-graduates were analyzed separately and are identified by first year or second year. The total number of students included in these surveys was 8,452 and consisted of 548 first year graduates, 4,165 first year non-graduates, 1,446 second year graduates, and 2,293 second year non-graduates. The response rates for these groups ranged from 35.3% for the second year non-graduates to 65.1% for the secondyear graduates. A detailed analysis of the first year and second year follow-up surveys are shown in a later section of this report. The chart below shows the number of students surveyed and the number of students responding in the two follow-up surveys. The response rates by college can be found in Tables 35 and 36 in Appendix A and the standardized instruments used in the follow-up survey are shown in Appendix B of this report.

First Year Follow-Up Survey Nov. 1975 - Jan. 1976	Number Surveyed	Number Responding	Response Rate
Graduates	548	347	63.3%
Non-Graduates	4165	1565	37.6%
Second Year Follow-Up Survey Nov. 1976 - Jan. 1977			
Graduates	1446	942	65.1%
Non-Graduates	2293	810	35.3%
Total	8452	3664	43.4%

STATUS OF FORMER OCCUPATIONAL/CAREER STUDENTS

One of the standardized items on the follow-up survey was designed to obtain the status of former occupational/career students. Since prior experience with similar follow-up studies indicated that former students have various combinations of employment and continued education, a comprehensive list of choices was provided for possible responses.

Table 8 on the next page shows the employment status of former occupational/career students. These results are shown separately for graduates and non-graduates because there are some important differences between these two groups of students. Of all former students 77.1% were in the labor force, 4.1% were unemployed and actively seeking a job, 16.9% were unavailable for employment because they were either full-time students, full-time homemakers or in the military, 1.9% were unemployed and not seeking a job. This compares to an overall unemployment of 7.1% experienced in Illinois during 1975. The unemployment rate for age groups between 18 and 24 years of age (which was the age group of many of the full-time students in the study) for Illinois during 1975 was much higher than the 7.1%.

A rather large proportion of the former students were continuing their education either on a part-time or full-time basis. The major category of former students not in the labor force were full-time students (11.4%). In addition, 4.5% of the former students indicated they were full-time students but also working and 10.0% of the former occupational/career students indicated they were continuing their education on a part-time basis while being employed. Hence, over one out of four (25.9%) of former occuptional/career students in the study were still continuing their education.

Table 8

Employment Status of Former Community College Occupational/Career Students
N=3704

Employment Status	First Year Graduates		First Year Non-Graduates		Second Year Graduates		Second Year Non-Graduates		TOTAL	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. In the Labor Force and Not in School										
a. Employed Full-Time (35 hrs. or more a Week)	221	63.9%	831	54.1%	597	63.7%	446	53.1%	2095	57.3%
b. Employed Part-Time (Less than 35 hrs. a Week)	25	7.2%	90	5.8%	49	5.2%	30	3.6%	194	5.3%
2. In the Labor Force and also Going to School										
a. Working Part-Time and Going to School Part-Time	2	.6%	30	2.0%	16	1.7%	14	1.7%	62	1.7%
b. Working Full-Time and Going to School Part-Time	22	6.3%	136	8.8%	53	5.7%	93	11.1%	304	8.3%
c. Working Full-Time and Going to School Full-Time	2	.6%	12	.8%	11	1.2%	13	1.5%	38	1.0%
d. Full-Time Student and Working Part-Time	17	4.9%	30	2.0%	47	5.0%	35	4.2%	129	3.5%
3. Not in Labor Force										
a. Full-Time Student	16	4.6%	185	12.0%	109	11.6%	107	12.7%	417	11.4%
b. Full-Time Homemaker	17	4.9%	89	5.8%	16	1.7%	45	5.3%	167	4.6%
c. Unemployed and Actively Seeking a Job	20	5.8%	72	4.7%	27	2.9%	31	3.7%	150	4.1%
d. Unemployed; not Seeking a Job	2	.6%	40	2.6%	10	1.1%	17	2.0%	69	1.9%
e. Military Service	0	0	12	.8%	1	.1%	9	1.1%	22	.6%
Other	2	.6%	9	.6%	1	.1%	0	0	12	.3%
No Response to the Item	1		29		5		10		45	
Total	347	100%	1565	100%	942	100%	850	100%	3704	100%

EMPLOYMENT STATUS OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS

The figure on the following page shows a summary analysis of the employment status of former community college occupational/career students. This data was analyzed separately for graduates and non-graduates and for the first year follow-up and second year follow-up respectively. A detailed analysis of the results can be found in the ICCB Statewide Occupational Follow-Up Study. A summary of the results revealed by this analysis are as follows:

1. Over 83.5% of the first year graduates and 82.5% of the second year graduates were employed either full-time or part-time. It must be noted that this employment status was obtained between six to nine months after graduation, and hence, a substantially larger proportion might be employed at a later time.

2. Over 73.5% of the first year non-graduates and 75.2% of the second year non-graduates reported that they were either full-time or part-time employed.

3. Only 5.8% of the first year graduates and 2.9% of the second year graduates indicated that they were unemployed and actively seeking a job. These unemployment rates are well below the unemployment rates of comparable aged individuals in the State of Illinois. An additional .6% of the first year graduates and 1.1% of the second year graduates indicated they were unemployed and not seeking a job.

4. The unemployment rate for the non-graduates in the study revealed that 4.7% of the first year non-graduates and 3.7% of the second year non-graduates indicated that they were unemployed and actively seeking a job. An additional 2.6% of the first year non-graduates and 2.0% of the second year non-graduates were unemployed but not seeking a job.

5. The employment rates reported by both graduates and non-graduates are substantially better than the state average for 1975 and 1976. The overall state unemployment rate for 1975 was 7.1% and the unemployment rate for college age persons was substantially higher.

ICCB Statewide Occupational Follow-Up Study

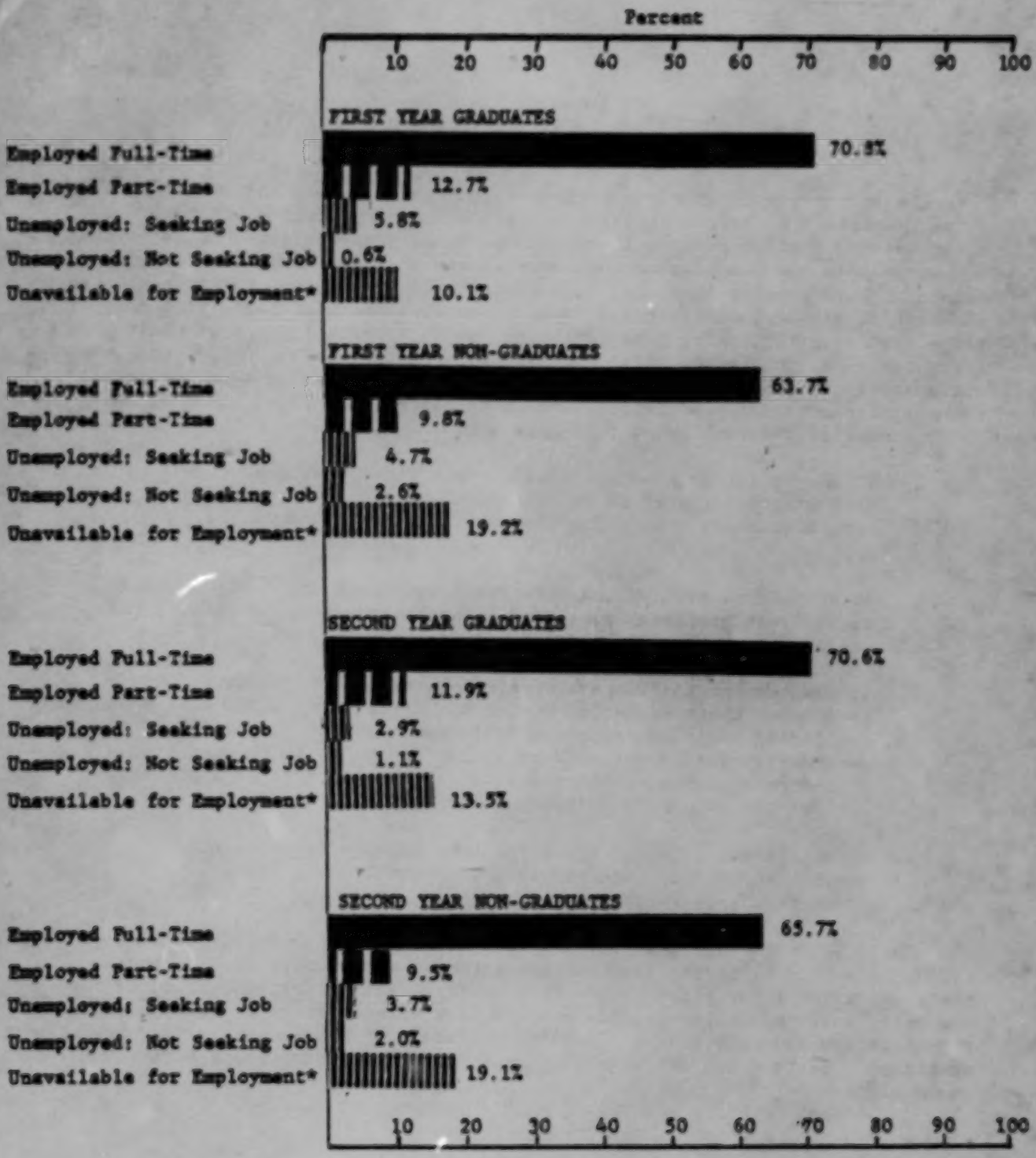

Figure 4: EMPLOYMENT STATUS OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS.

* Includes full-time students, full-time homemakers, persons in the military, and other. See Table 4 on page 23 for a detailed distribution.

FORMER OCCUPATIONAL/CAREER STUDENTS CONTINUING THEIR EDUCATION

The Figure on the opposite page shows the analysis of the number of former occupational/career students who are continuing their education after leaving the community college. These results may be somewhat surprising to many people who consider occupational/career programs to be terminal in nature. These results show that once students are introduced to college work, although it may be in the occupational/career area, many of these students raise their aspiration for more education, and as a result, continue their education after completing their work at the community college. Students who are exposed to some form of college education also tend to be more inclined to take part in continuing education throughout their later life. The following items summarize the results of this analysis:

1. Of the full-time students 10.1% of the first year graduates (certificate program) and 17.8% of the second year graduates indicated they were continuing their education as full-time students.

2. An additional 6.9% of the first year graduates and 7.4% of the second year graduates were continuing their education as part-time students.

3. Of the community college occupational/career non-graduates who terminated their education during the first year, 14.8% were again continuing their education as full-time students, and 18.4% of the second year non-graduates were again continuing their education as full-time students within a year after they terminated their enrollment at the community college.

4. An additional 10.8% of the first year non-graduates and 12.8% of the second year non-graduates were enrolled as part-time students in post-secondary education.

The results of this analysis indicates that a substantial proportion of former occupational/career students who attended a community college continued their education after either graduating or terminating their education at the community college. Although this may not be a primary objective of the occupational/career programs in the community colleges, it seems to be a very positive secondary objective and one which has much value in raising the aspiration of the students.

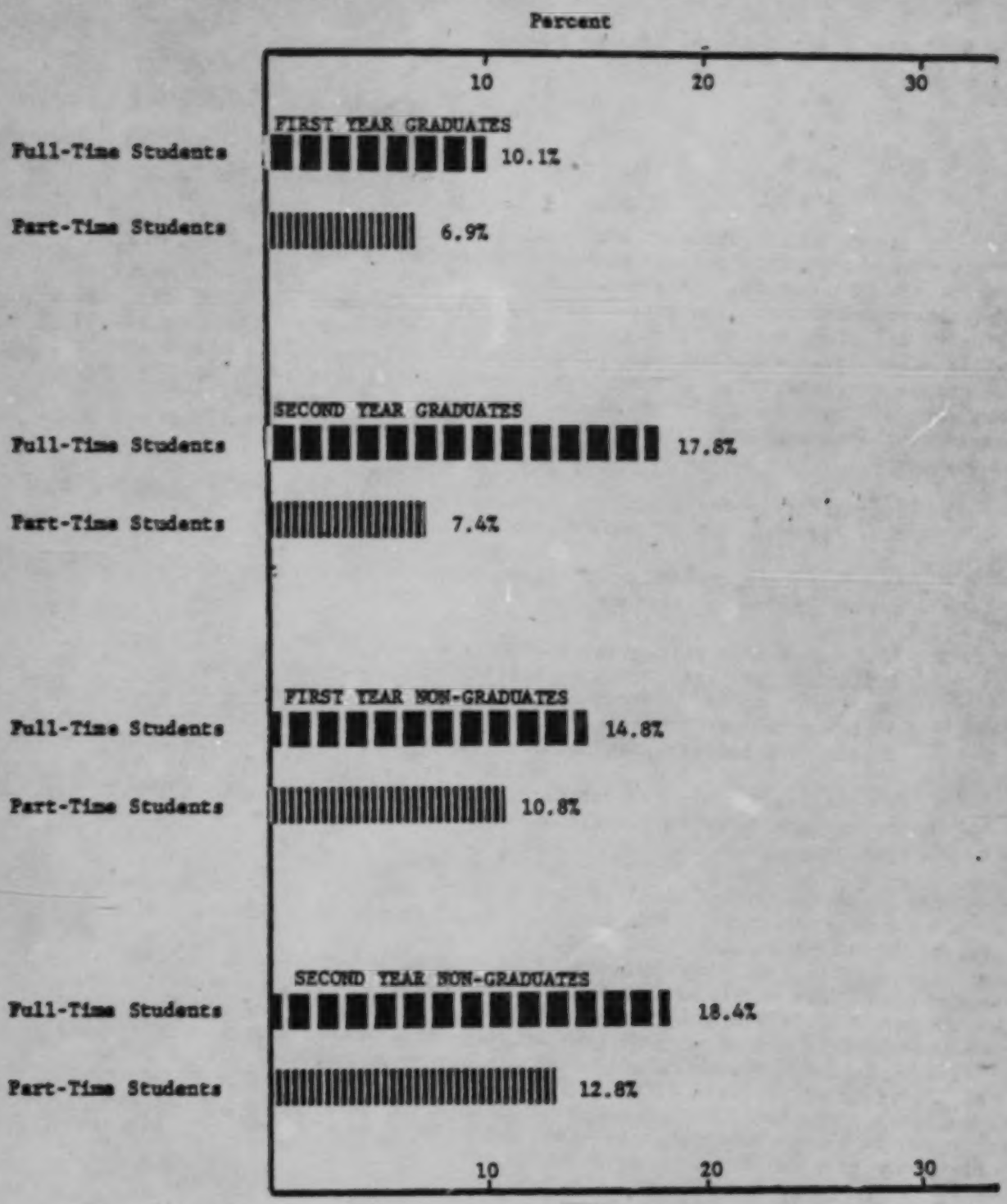

Figure 5: PERCENTAGE OF FORMER STUDENTS CONTINUING THEIR EDUCATION.

JOB PLACEMENT OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/ CAREER STUDENTS

The figure on the opposite page illustrates the results of an analysis of how former community college occupational/career graduates obtained their present job or position. A very significant result of this analysis revealed that almost one out of five graduates continue in the same job that they had prior to enrolling at the community college. Most of these students remained full-time employed while attending the community college. This result indicates the unique characteristic of many of the community college students, that is, that many of these community college students are full-time employed while attending the community college. The result of this analysis can be summarized as follows:

1. Approximately one out of two students indicated that they found their present job or position on their own.

2. Approximately one out of five community college occupational/ career graduates continued their prior job.

3. Although a fair percentage of former occupational/career students indicated that they obtained their job or position through college faculty or college personnel, only a very small percentage (2.7%) of the graduates indicated that they obtained their present job through the college placement office.

4. A relatively small proportion of community college occupational/ career graduates utilized employment agencies to find their present job or position (2.5%).

The Statewide Occupational Follow-Up Study had only one question relative to how former community college occupational/career students found their present job or position. The items shown in the Figure on the opposite page were the choices that each individual had. It could well be that these former students may have received a number of services from college placement offices or through other college personnel even though eventually they may have found the job on their own or through some other source. It is also understandable that college faculty members and other college personnel who often find on-the-job training for many of their students would be responsible for finding a number of jobs for the graduates. Whether or not the community college placement office serves students adequately may need to be analyzed more closely at local community colleges by more detailed studies.

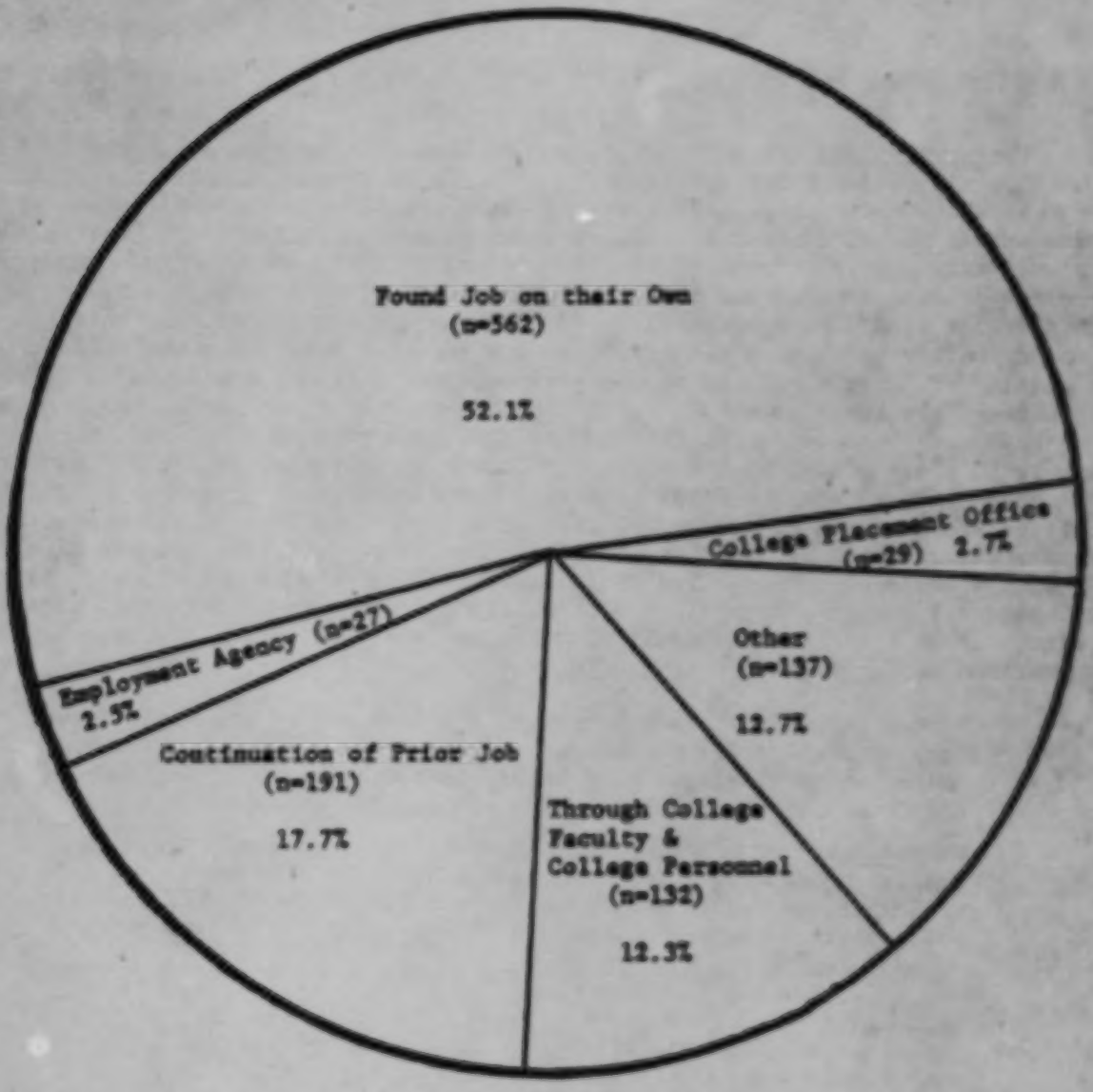

Figure 6: HOW FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER GRADUATES REPORTED OBTAINING THEIR PRESENT JOB OR POSITION

ANALYSIS OF SALARIES OF OCCUPATIONAL/ CAREER STUDENTS

The student who was employed either full-time or part-time was asked to indicate his present monthly salary. This data was obtained from first year graduates, second year graduates as well as for students who discontinued enrollment during the first year and students who discontinued enrollment during the second year it must be pointed out that former students employed on a part-time basis tended to lower some of the median salaries reported in this analysis. This factor should be considered when comparing the actual dollar figures. Another factor which greatly influenced the salary results were the salaries of former students mainly in the non-graduate category who continued in a job that they held prior to enrolling at the college. In other words, many of the non-graduates included in the study were full-time employees holding long tenure in their positions and earning relatively high salaries. The Figure on the opposite page shows a comparison of the median monthly salary of community college students who completed one year of education or less in an occupational/ career program with students who completed one to two years of education at the community college. The results do indicate that additional education in an occupational/career program at the community college means substantial extra salary income for the individual. Other results of the salary analysis can be summarized as follows:

1. Former students who completed one to two years of education in an occupational/career program at a community college had average median monthly salaries $91 higher than did former students who completed one year or less at the community college.

2. Second year community college graduates who were generally ones completing an associate in applied science degree earned substantially higher median monthly salaries than did first year community college graduates who are generally certificate completers.

3. Although a valid comparison between the median salaries of graduates and non-graduates is not possible because the large number of non-graduates who continued in their prior job, the results did indicate that the median salaries of non-graduates who terminated during the second year ($703) was substantially higher than the median salaries of the non-graduates who terminated during the first year ($621).

4. These results seem to indicate that attending a community college for a longer period of time seems to have a direct economic benefit to the students.

5. Future follow-up studies must be designed so that students who continue in a prior job can be analyzed separately. This would enable a valid comparison of salaries between graduates and non-graduates.

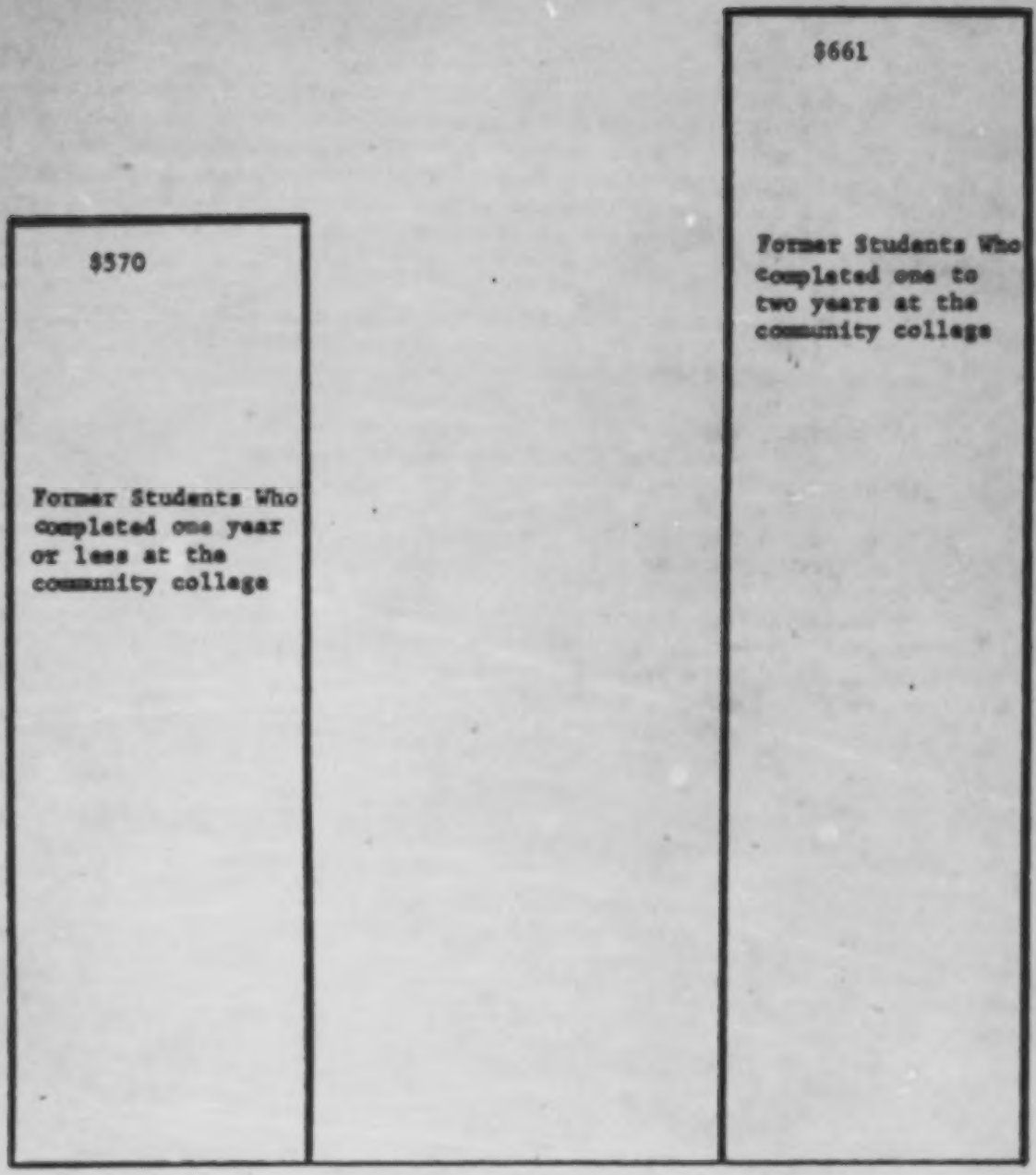
$570
Former Students Who completed one year or less at the community college
$661
Former Students Who completed one to two years at the community college

Figure 7: MEDIAN MONTHLY SALARIES OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS BY DURATION OF ENROLLMENT AT THE COLLEGE AS REPORTED IN THE STATEWIDE OCCUPATIONAL FOLLOW-UP STUDY.

ICCB Statewide Occupational Follow-Up Study

JOB SATISFACTION OF OCCUPATIONAL/ CAREER STUDENTS

The figure on the opposite page illustrates the results obtained from an analysis of job satisfaction of former occupational/career students in the Statewide Occupational Follow-Up Study. This Figure shows the analysis by graduates and non-graduates. The follow-up study report shows a detailed analysis of this item by first year and second year graduates as well as by first year and second year non-graduates. The results of this analysis can be summarized as follows:

1. Both former community college students who graduated and who terminated their education without graduating are relatively satisfied with their present job or position.

2. In comparing the results of the graduates and the non-graduates, the graduates are less dissatisfied than the non-graduates with their present job or position.

3. In comparing the results, the graduates were more satisfied with their present job or position than the non-graduates.

4. It seems that community colleges are helping students achieve greater job satisfaction either by providing the training or re-training for a desired job or by providing training for upgrading within the same job. This is a very significant outcome of a community college education for the students.

ICCB Statewide Occupational Follow-Up Study

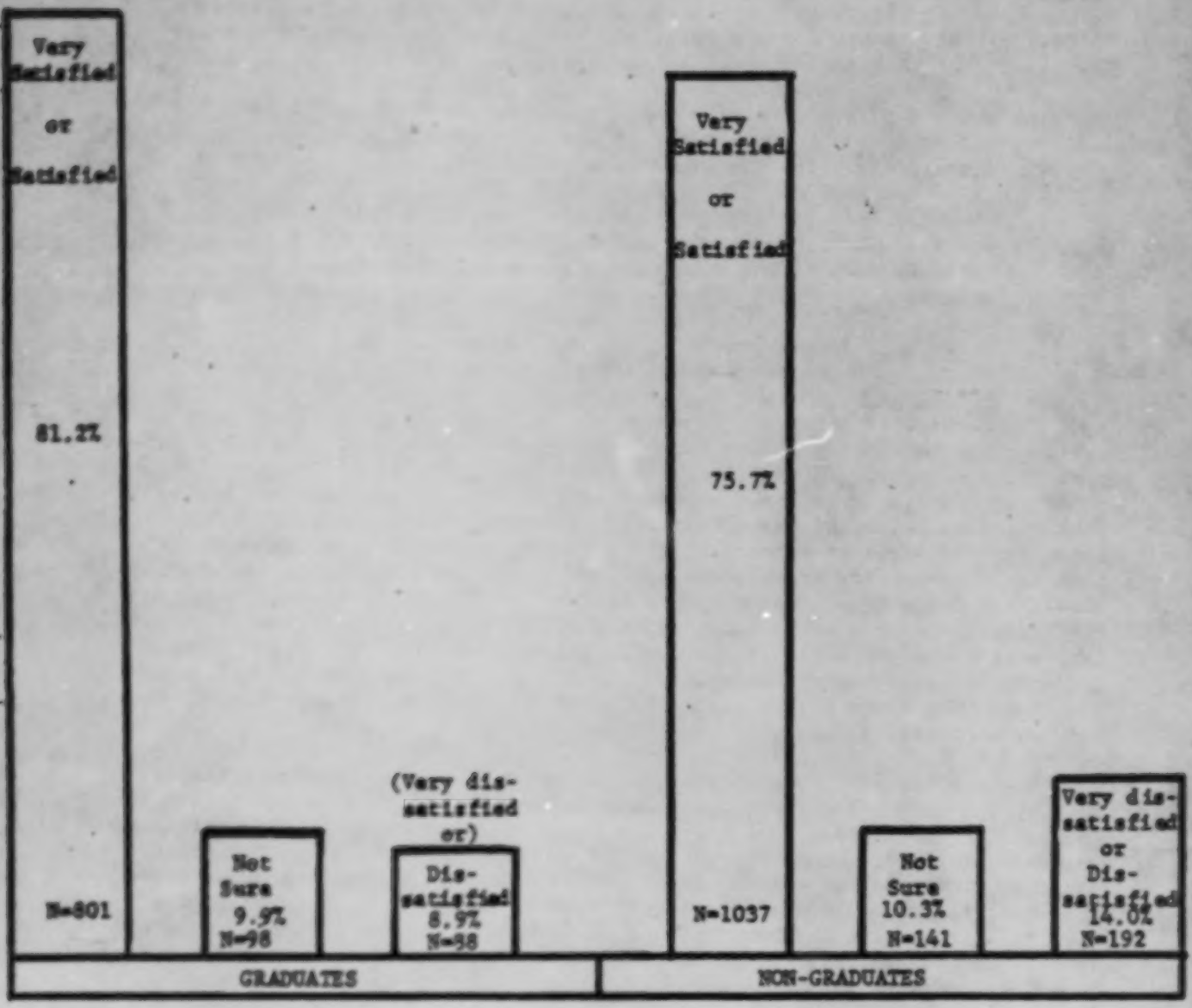

Figure 8: JOB SATISFACTION OF FORMER OCCUPATIONAL/CAREER STUDENTS WITH THEIR PRESENT JOB OR POSITION OR REPORTED IN THE STATEWIDE FOLLOW-UP STUDY.

JOB LOCATION OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS

This analysis revealed that former occupational/career students of community colleges find employment primarily in the same district in which the community college is located. The Figure on the opposite page illustrates a summary of these results for all former students. The Statewide Follow-Up Study report shows a detailed analysis by graduates and non-graduates. The results of this analysis can be summarized as follows:

1. Two out of every three community college occupational/career students find a job located in the same community college district in which the student was enrolled.

2. Slightly less than one out of three former community college occupational/career students (28%) were located in a job in Illinois outside the community college district which they attended.

3. Only 6% of former community college occupational/career students were employed outside of Illinois.

These results indicate that community colleges in Illinois are a great asset to the local communities in which they are located and have great impact upon their economy. In addition, the local investment of tax support for community colleges bring many benefits to the various companies and businesses that are supplied with the well-trained employees of the community college. Secondly, the State investment in the community colleges also has many benefits to the State of Illinois and the industries and business enterprises within the State by providing these institutions with well-trained employees that find their jobs mainly in the State of Illinois. It is somewhat surprising that such a low percentage of community college occupational/career former students found employment outside of the State of Illinois when considering the large boundaries of the State and areas such as the metropolitan St. Louis area which tends to draw many employees across the State line.

The results of this analysis seem to show that the community colleges have a great impact on the local economy of the communities in which they are located and are a great benefit to the industries and business enterprises located within that community. It would seem very desirable to conduct more detailed studies analyzing this impact of the community colleges and providing the results of such an analysis to the general public, the business community, the legislators at both the local and state level to justify to all concerned that an investment in local and state taxes for community colleges brings many beneficial returns for the communities as well as for the students served.

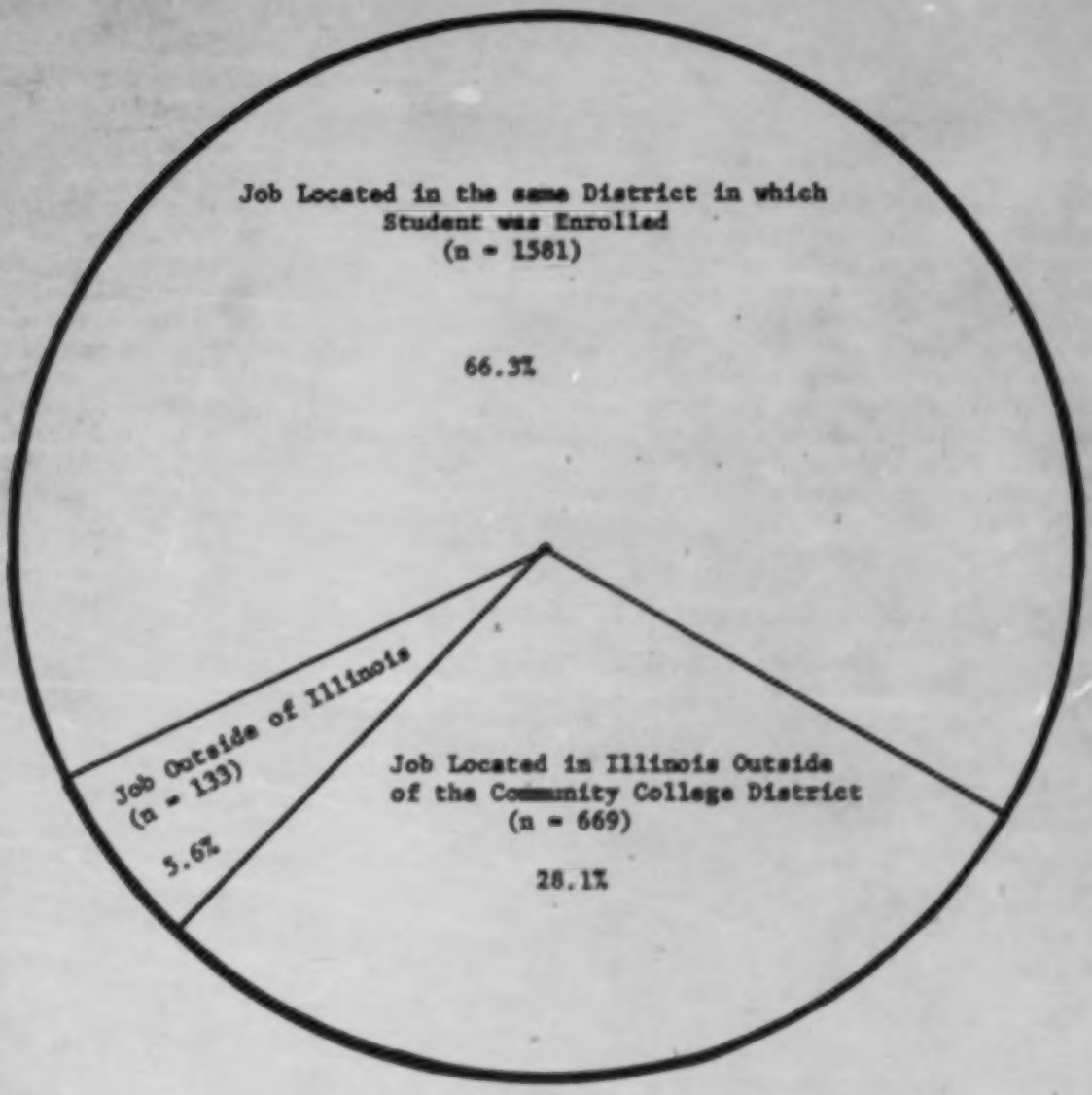
Job Located in the same District in which Student was Enrolled
(n = 1581)
66.3%
Job Outside of Illinois
(n = 133)
5.6%
Job Located in Illinois Outside of the Community College District
(n = 669)
28.1%

Figure 9: JOB LOCATION OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS AS REPORTED IN THE STATEWIDE OCCUPATIONAL FOLLOW-UP STUDY.

EVALUATION OF OCCUPATIONAL/CAREER COURSES BY FORMER STUDENTS

The follow-up survey also asked former students to evaluate the relevancy of their occupational/career courses at the community college to various aspects of their job or position. The table below shows a summary of this analysis by graduates and non-graduates. The results indicate that both graduates and non-graduates found occupational/career courses to be relatively helpful in these various aspects of their present job or position. However, a much higher proportion of the graduates rated these courses as either very helpful or helpful than did the non-graduates. A sizable proportion of the non-graduates indicated that the particular courses they took did not apply to the particular aspect of their present position listed in the item. Since the non-graduate responded quite differently to this item further study would seem to be indicated to determine the reasons for this difference.

Table 9

Percentage of Employed Former Students Who Rated Their Occupational/Career Course as Either Very Helpful or Helpful in the Particular Aspects of Their Present Position

Aspects of Present Position	Graduates		Non-Graduates	
	N	Percent	N	Percent
Learning Skills & Competencies Needed on the Job	775	77.7%	555	43.5%
Knowing How to Use Job Tools & Equip.	695	69.0%	413	32.7%
Getting along with Customers, Clients & Other Workers	637	64.0%	451	35.8%
Locating Additional Information Needed on the Job	571	57.7%	365	29.1%
Understanding Employer-Employee Relations	585	58.8%	409	32.5%
Knowing How to Get Ahead in a Job in this Industry	510	51.4%	366	29.0%

FIRST YEAR FOLLOW-UP SURVEY: 1975-76

The First Year Follow-Up Survey of the Statewide Occupational Follow-Up Study was conducted during fall and winter of 1975-76. This survey involved students who were in the fall 1974 Occupational Follow-Up Study sample and who graduated with a certificate in an occupational area during the first year of enrollment and students who had terminated their education at the college during the first year of enrollment. Students were considered to be terminated if they were not enrolled during spring 1975, summer 1975 and the fall 1975 terms. This definition was utilized so that it would not include students who attend on an intermittent basis. Colleges having more than 275 students in the Occupational Follow-Up Study were allowed to use a one-third random sample in the follow-up survey. This procedure was implemented to reduce the great cost and the great amount of time required to do a thorough follow-up study at institutions with many students. Due to the use of the random sample by the larger schools and the fact that a number of schools have not submitted the first year follow-up study data to the ICCB, the total number of students surveyed in this follow-up effort was considerably less than the number of students used in the previous withdrawal analysis.

The total number of students in this analysis included 548 first year graduates and 4,165 students who withdrew during the first year. The response rate for the first year graduates was 63.3% with 347 students responding while the response rate for the students who withdrew from school during the first year was 37.6% with 1,565 responding. The number of responses were of sufficient size, however, to make the results of the analysis meaningful on a statewide basis. Table 35 in Appendix A shows the number of students that were included in the first year follow-up study by community colleges. Table 10 below shows a summary of the response rate for this phase of the study.

Table 10

Summary of Students in the First Year Follow-Up Study

	Number in Survey	Number Responding	Response Rate
Graduates	548	347	63.3%
Non-Graduates	4165	1565	37.6%
Total	4713	1912	40.6%

ICCB Statewide Occupational Follow-Up Study

To provide statewide comparability of the follow-up results the follow-up surveys were conducted during the same period of time by all community colleges and all colleges used a follow-up instrument which contained a number of standardized items (see follow-up survey instrument in Appendix C). The standardized items were utlized so that statewide data could be accumulated on a comparable basis and utlized for showing the outcomes of occupational education in the community colleges for the statewide system of public community colleges and so that statewide norms could be developed for use by local community colleges in being able to compare their follow-up study data with statewide results.

Employment Status of Former Community College Students in the First Year Follow-Up

One of the standardized items in the follow-up survey was an item designed to determine the employment status of former community college occupational/career students after they graduated from college or discontinued their education. For most students this information was provided about six months after they left the community college. Table 11 on the next page shows the employment status of former students who graduated in one year after initial enrollment at the community college. This table shows the distribution by male and female students. The categories shown in the employment status are divided into three general groups which are (1) In The Labor Force and Not in School, (2) In the Labor Force and Going to School, and (3) Not in the Labor Force. Of all the graduates, 71.1% were in the category "Working and Not in School", while an additional 12.4% were "Working and Also Attending School". The proportion of graduates who were in the labor force was 83.5%. Of those graduates not in the labor force, 4.6% were full-time students and an additional 4.9% were full-time homemakers. Only 5.8% of the graduates were unemployed and actively seeking a job.

The analysis of the employment status of former students who discontinued their education in one year after enrollment is shown in Table 12 on page 40. This analysis was done in a similar manner to that utilized for those who graduated in one year. It must be noted that this follow-up study included both full-time and part-time students and that the part-time students made up over one-half (54.7%) of all the students in the study. Part-time students most often have short-term educational objectives, and hence, are much more likely to terminate their education at the college within a shorter period of time. Hence, this group of students that terminated their education within one year after initial enrollment, to a large degree consist of the part-time, older community college students, many of whom were full-time employed at the same time that they were enrolled at the college.

An analysis of the employment status of the students who terminated their education within one year after enrollment shows that 59.9% were employed and not in school while an additional 13.6% were in the labor force and were going to school. Although 25.9% of these students were not in the labor force, a sizable number (12.0%) indicated that they

TABLE 11

Employment Status of Former Community College Occupational/Career Students Who Graduated in One Year After Enrollment (N=347)

Employment Status	Male No.	Male Percent	Female No.	Female Percent	Total No.	Total Percent	
1. In the Labor Force and Not In School							
a. Employed Full-Time (35 hrs. or more a Week)	42	60.0%	179	64.9%	221	63.9%	
b. Employed Part-Time (Less than 35 hrs. a Week)	4	5.8%	21	7.6%	25	7.2%	
							(71.1
2. In the Labor Force and also Going to School							
a. Working Part-Time and Going to School Part-Time	1	1.4%	1	.4%	2	.6%	
b. Working Full-Time and Going to School Part-Time	5	7.1%	17	6.2%	22	6.3%	
c. Working Full-Time and Going to School Full-Time	2	2.9%	0	0	2	.6%	
d. Full-Time Student and Working Part-Time	8	11.4%	9	3.3%	17	4.9%	
							(12.4
3. Not in Labor Force							
a. Full-Time Student	5	7.1%	11	3.9%	16	4.6%	
b. Full-Time Homemaker	1	1.4%	16	5.8%	17	4.9%	
c. Unemployed but Actively Seeking a Job	2	2.9%	18	6.5%	20	5.8%	
d. Unemployed; not Seeking a Job	0	0	2	.7%	2	.6%	
e. Military Service	0	0	0	0	0	0	
							(15.9
Other	0	0	2	.7%	2	.6%	
							(.6%)
No Response	1	0	0	0	1		
	71	100%	276	100%	347	100%	

TABLE 12

Employment Status of Former Community College Occupational/Career Students Who Discontinued Their Enrollment Within One Year.
(N=1565)

Employment Status	Male No.	Male Percent	Female No.	Female Percent	Total No.	Total Percent
1. In the Labor Force and Not In School						
a. Employed Full-Time (35 hrs. or more a Week)	423	59.1%	408	49.8%	831	54.1%
b. Employed Part-Time (Less than 35 hrs. a Week)	23	3.2%	67	8.2%	90	5.8% (59.9%)
2. In the Labor Force and also Going to School						
a. Working Part-Time and Going to School Part-Time	15	2.1%	15	1.8%	30	2.0%
b. Working Full-Time and Going to School Part-Time	87	12.2%	49	6.0%	136	8.8%
c. Working Full-Time and Going to School Full-Time	10	1.4%	2	.2%	12	.8%
d. Full-Time Student and Working Part-Time	15	2.1%	15	1.8%	30	2.0% (13.6%)
3. Not in Labor Force						
a. Full-Time Student	84	11.7%	101	12.3%	185	12.0%
b. Full-Time Homemaker	0		89	10.9%	89	5.8%
c. Unemployed but Actively Seeking a Job	34	4.7%	38	4.6%	72	4.7%
d. Unemployed; not Seeking a Job	10	1.4%	30	3.7%	40	2.6%
e. Military Service	11	1.5%	1	.1%	12	.8% (25.9%)
Other	4	.6%	5	.6%	9	.6% (.6%)
No Response	15		14		29	
	731	100%	834	100%	1565	100%

were full-time students. Also, a slightly larger proportion (5.8%) of these students indicated they were full-time homemakers than in the group of graduates. An interesting result shows that although 7.3% of the non-graduates were unemployed compared to 6.4% of the graduates being unemployed, the percentage of non-graduates who were unemployed and actively seeking a job was 4.7% which is slightly less than the percentage of graduates who were unemployed and seeking a job which was 5.8%. An attempt to analyze the status of former students by their original intent for enrolling at the college was made by employment status by tabulating the original intent of the students. The results of this analysis are shown in Table 13 on the next page. Although some very significant differences in the employment status of both graduates and non-graduates did exist by intent category, these differences were not as great as those found in the withdrawal analysis. A somewhat surprising result obtained in this analysis revealed that a rather substantial proportion (18.2%) of the non-graduates who enrolled primarily to prepare for employment in an occupational/career area transferred to another school on a full-time basis while an additional 9.6% indicated they were attending elsewhere and working at the same time.

Job Placement of Former Students

This analysis was intended to obtain information on the placement needs of former community college students. This analysis asked former students to indicate how they obtained their present position. Table 14 shows the results of this survey and shows the data distributed by graduates and non-graduates. The data showed that a substantial proportion of both graduates (20.2%) and non-graduates (23.9%) continued in a job that they had prior to enrolling at the college. This particular item is very relevant in the analysis of some of the later results obtained in the follow-up survey because 199 non-graduates continued in the job they held prior to enrollment at the college. Hence, we can expect that they would be making higher salaries than did students who would be coming out of training programs and coming into jobs on a first time basis. Of the graduates, 58.2% indicated that they found their present job on their own while college faculty and personnel were indicated by 9.2% of the graduates as being responsible for helping the student find a job. Of the non-graduates 56.5% indicated that they found the job on their own while an additional 1.7% indicated that college faculty and personnel were responsible for their job placement. Former students indicated a low utilization of the college placement office. Only 2.6% of the graduates indicate that the college placement office was responsible for getting them the job and less than 1% (.6%) of the non-graduates gave credit to the college placement office for locating their job.

Table 13

Employment Status of Former Community College Occupational/Career Students Who Graduated or Withdrew Within One Year After Enrollment by Original Student Intent

STATUS OF FORMER STUDENTS	Graduates							Non-Graduates						
	Preparation for Employment in an Occupational/Career area [d]	Improvement of Skills and Competencies useful in Present Job or Business [e]	Development and/or Review of Basic Vocational Skills [f]	Preparation for Advanced or Specialized Training [g]	Exploration of Career Opportunities in the Voc./Tech. Areas [h]	Unknown [i]	Total [j]	Preparation for Employment in an Occupational/Career area [d]	Improvement of Skills and Competencies useful in Present Job or Business [e]	Development and/or Review of Basic Vocational Skills [f]	Preparation for Advanced or Specialized Training [g]	Exploration of Career Opportunities in the Voc./Tech. Areas [h]	Unknown [i]	Total [j]
1. In Labor Force and Not in School	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Employed Full-Time	63.9%	47.1%	66.7%	33.3%	88.9%	66.7%	61.1%	30.5%	65.7%	63.7%	39.4%	31.5%	50.3%	54.3%
b. Employed Part-Time	6.4%	11.7%	33.3%	3.2%	--	16.7%	6.9%	5.4%	4.9%	6.2%	5.6%	8.3%	10.5%	6.1%
2. In Labor Force and also going to School Part-Time	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Working Part-Time and going to School Part-Time	.3%	--	--	3.2%	--	--	.6%	1.4%	.3%	1.3%	4.1%	1.7%	4.1%	1.7%
b. Working Full-Time and going to School Part-Time	5.9%	11.7%	--	22.6%	--	8.3%	7.5%	5.4%	16.9%	10.6%	6.4%	9.2%	2.9%	8.0%
c. Working Full-Time and going to School Full-Time	.3%	--	--	9.7%	--	--	1.1%	.4%	--	2.5%	2.5%	.6%	1.6%	.8%
d. Full-Time Student and Working Part-Time	4.2%	--	--	9.7%	--	8.3%	4.5%	2.4%	.7%	--	3.3%	2.5%	1.6%	1.9%
3. Not in Labor Force	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Full-Time Student	3.8%	--	--	12.9%	11.1%	--	4.5%	18.2%	1.6%	3.7%	9.9%	4.2%	8.6%	11.2%
b. Full-Time Homemaker	5.6%	--	--	--	--	--	3.8%	6.6%	3.9%	5.0%	11.6%	5.0%	4.7%	6.0%
c. Unemployed but actively Seeking a Job	7.3%	11.8%	--	3.2%	--	--	6.4%	4.6%	3.2%	2.5%	2.5%	10.8%	8.2%	4.9%
d. Unemployed; not Seeking a Job	.7%	5.9%	--	3.2%	--	--	.8%	2.9%	1.6%	2.5%	2.5%	3.4%	2.7%	2.6%
e. Military Service	--	--	--	--	--	--	--	.5%	--	1.3%	.8%	.8%	2.9%	.8%
4. Other Response	.7%	5.9%	--	--	--	--	.8%	.6%	.3%	--	--	.8%	1.1%	.6%
5. No Response to this Item	.7%	5.9%	--	--	--	--	.8%	.9%	1.6%	1.3%	.8%	--	.6%	.8%

Table 14

Job Placement of Employed Former Students who Graduated or Discontinued Their Education Within One Year After Initial Enrollment

Job Placement	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Continuation of Prior Job	55	20.2%	197	23.7%
College Placement Office	7	2.6%	5	.6%
Faculty & College Personnel	25	9.2%	14	1.7%
Public Employment Agency	0		18	2.2%
Private Employment Agency	2	.7%	26	3.1%
Found Job on Own	159	58.2%	471	56.5%
Other	25	9.1%	102	12.2%
No Response	18		77	
Total	291	100%	910	100%

Salaries of Employed Former Students in the First Year Follow-Up

In the follow-up survey the students who were employed full-time or part-time were asked to indicate their current monthly salaries before deductions by checking the range within which their salary would fit. The salary ranges and the results of this item on the survey are shown in Table 15. These results were analyzed separately for graduates and non-graduates. Of particular importance in analyzing these results was the general composition of each type of former student The students who graduated at a community college within one year after enrollment are generally those who were enrolled in a certificate program such as practical nursing, secretarial science or electronic service technology and were generally seeking entry into a career area for the first time. The non-graduates generally consisted of part-time adult students who were often employed in a given area and who took the additional course work at the community college to upgrade their skills in their present position. Included in the non-graduate group were a number of students who took course work for personal satisfaction, improving their vocational skills, or exploring career opportunities.

The analysis in Table 15 shows that a majority of the graduates (70.5%) were making salaries between $300 to $700 per month. Of the graduates, 16.1% were making less than $300 per month (since students who were part-time employed were included in the analysis, this can be expected) and 13.4% of the graduates were making salaries of more than $700 per month. Of the non-graduates, 67.9% had monthly salaries between $300 and $900 per month. 10.4% of the non-graduates reported salaries less than $300 per month while 21.7% had salaries greater than $900 per month. The substantial number of non-graduate students showing salaries in excess of $1,000 per month can be attributed to the fact that many of these students were continuing in the same job prior to enrollment at the college.

Table 15

Monthly Salaries of Employed Former Students who Graduated or Discontinued Their Education Within One Year After Initial Enrollment

Salary Ranges	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Less than $300 per Month	41	16.1%	81	10.4%
$301 to $500 per Month	109	42.9%	186	23.9%
$501 to $700 per Month	70	27.6%	222	28.5%
$701 to $900 per Month	21	8.3%	121	15.5%
$901 to $1,100 per Month	8	3.1%	76	9.8%
$1,101 to $1,300 per Month	2	.8%	55	7.1%
$1,301 to $1,500 per Month	1	.4%	12	1.5%
More than $1,500 per Month	2	.8%	26	3.3%
Number Responding to This Item	254		779	
No Response to This Item	37		131	
Total Number	291		910	
Median Salary	$ 459		$ 621	

Job Satisfaction of Employed Former Students in the First Year Follow-Up

One of the objectives of students entering a desired career is to be satisfied with their status and other aspects of their present position. Most individuals consider this aspect of the job to be very important and will consider job satisfaction in lieu of additional money in areas where they are not satisfied. The follow-up survey asked former students to indicate how satisfied they were with their present position. The results of this analysis are shown in Table 16 and are distributed by graduates and non-graduates. 84.6% of the graduates were either very satisfied or satisfied with their present job. Of the non-graduates, 75.5% were either very satisfied or satisfied with their present job or position. 4.8% of the graduates indicated that they were dissatisfied or very dissatisfied with their job while 14.2% of the non-graduates indicated they were either dissatisfied or very dissatisfied with their job. This analysis clearly shows that the graduates are more satisfied with their present positions than the non-graduates. The reasons for these results are somewhat difficult to explain although we can assume that a number of the non-graduates attended the community college to improve their situation in their present position or possibly to obtain the necessary training to move into a new position.

Table 16

Job Satisfaction of Employed Former Students who Graduated or Discontinued Their Education Within One Year After Initial Enrollment

Job Satisfaction	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Very Satisfied	115	42.1%	290	34.8%
Satisfied	116	42.5%	339	40.7%
Not Sure	29	10.6%	86	10.3%
Dissatisfied	12	4.4%	93	11.2%
Very Dissatisfied	1	.4%	25	3.0%
No Response to This Item	18		77	
Total	291	100%	970	100%

Job Location of Employed Former Student in First Year Follow-Up Study

An analysis of the job location of former students is shown in Table 17 This analysis showed that most of the former community college students, both graduates and non-graduates, were employed within the community college district that they attended. Of the graduates, 72.8% were employed within the community college district while 71.6% of the non-graduates were employed within the district. Only 6.5% of the graduates and 3.6% of the non-graduates were employed outside of Illinois. This data shows that graduates as well as students who attend a community college and do not graduate, tend to find jobs primarily within the boundaries of the community college or within the nearby community and basically within Illinois. Although it is certainly within the mission and scope of the community colleges to provide training for their citizens even if it means job employment in other areas outside of Illinois, only a small percentage of the students find employment outside of the State.

Table 17

Job Location of Employed Former Students Who Graduated or Discontinued Their Education Within One Year After Initial Enrollment

Job Location	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Within Community College District	201	72.8%	598	71.6%
Not Within Community College District but in Illinois	57	20.7%	207	24.8%
Outside Illinois	18	6.5%	30	3.6%
No Response to This Item	15		75	
Total	291	100%	910	100%

Evaluation of Occupational Career Courses by Employed Students in First Year Follow-Up Survey

Students in the follow-up survey were asked to indicate how useful and helpful their courses in the occupational/career areas of the community college were in preparing them for various apsects of their present job. The particular aspects of the present job and the results of this survey are summarized in Table 18 on the next page and are shown in detail in Tables 19 and 20 on page 48. The results for students who

graduated from the community colleges and are presently employed are found in Table 18 below. These results show that students thought that the courses were very relevant to the various aspects of their present job. Occupational courses were rated most highly as helping students to learn skills and competencies needed in the job and knowing how to use job tools and equipment. The graduates indicated that the courses were also somewhat helpful with other aspects of their job, such as getting along with customers, locating additional information and understanding employer/employee relations. Former students who did not graduate did not rate the courses as helpful as did the graduates as can be seen in Table 19. The results here showed that the majority of students indicated that the items listed did not apply in their situations. Hence, the results here would seem to indicate that a more detailed analysis should be conducted by individual colleges to find out if the courses that these students are taking are meeting their needs. Generally, it could be assumed that these students have different needs and objectives for taking selected courses, and these selected courses are apparently meeting their needs. Identifying the exact needs and expectations of these students might be important information for planning courses and programs for part-time students.

Table 18

Percentage of Employed Former Students in the First Year Follow-Up Who Rated Occupational/Career Courses in the Community Colleges as Very Helpful or Helpful to Them in Each Particular Aspect of Their Present Position

Aspects of Present Position	Graduates	Non-Graduates
Learning Skills & Competencies Needed on the Job	84.8%	42.2%
Knowing How to Use Job Tools & Equip.	79.7%	32.5%
Getting along with Customers, Clients & Other Workers	70.6%	34.6%
Locating Additional Information Needed on the Job	61.3%	28.6%
Understanding Employer-Employee Relations	65.1%	29.8%
Knowing How to Get Ahead in a Job in this Industry	54.3%	27.9%

Table 19

Summary of Evaluation of Occupational/Career Courses in the Community Colleges by Employed Graduates

Aspects of Present Position	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
Learning Skills & Competencies Needed on the Job	146 (55.5%)	77 (29.3%)	20 (7.6%)	4 (1.5%)	16 (6.1%)	28 --
Knowing How to Use Job Tools & Equip.	134 (50.6%)	77 (29.1%)	26 (9.8%)	6 (2.2%)	22 (8.3%)	26 --
Getting along with Customers, Clients & Other Workers	102 (38.5%)	85 (32.1%)	39 (14.7%)	15 (5.6%)	24 (9.1%)	26 --
Locating Additional Information Needed on the Job	73 (27.8%)	88 (33.5%)	50 (19.0%)	24 (9.1%)	28 (10.6%)	28 --
Understanding Employer-Employee Relations	78 (29.5%)	94 (35.6%)	44 (16.7%)	23 (8.7%)	25 (9.5%)	27 --
Knowing How to Get Ahead in a Job in this Industry	66 (24.7%)	79 (29.6%)	48 (18.0%)	32 (12.0%)	42 (15.7%)	24 --

Table 20

Summary of Evaluation of Occupational/Career Courses in the Community Colleges by Employed Non-Graduates

Relationship of Course of Study to Aspects of Present Position	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
Learning Skills & Competencies Needed on the Job	152 (17.9%)	207 (24.3%)	135 (15.9%)	79 (9.3%)	277 (32.6%)	60 --
Knowing How to Use Job Tools & Equipment	108 (12.9%)	164 (19.6%)	105 (12.5%)	82 (9.8%)	379 (45.2%)	72 --
Getting along with Customers, Clients & Other Workers	109 (13.0%)	181 (21.6%)	140 (16.7%)	64 (7.6%)	344 (41.1%)	72 --
Locating Additional Information Needed on the Job	82 (9.8%)	157 (18.8%)	157 (18.8%)	81 (9.7%)	359 (42.9%)	74 --
Understanding Employer-Employee Relations	97 (11.6%)	152 (18.2%)	141 (16.9%)	93 (11.1%)	353 (42.2%)	74 --
Knowing How to Get Ahead in a Job in this Industry	80 (9.5%)	154 (18.4%)	143 (17.1%)	101 (12.1%)	359 (40.9%)	73 --

The Follow-Up Survey also obtained information about each student's particular occupational program they were enrolled in, hence, the data obtained in the Follow-Up Responses could be analyzed by program area. At this time, the necessary computer programs have not been completed for this analysis of all the schools that turned in their data on computer cards. Table 21 on the next page shows a preliminary analysis grouping all similar program areas together for all data which was obtained on forms. This data is incomplete at this time but shows the general nature of this particular analysis. In the next progress report each of the particular programs within a general area such as Health Technology will also be shown. This listing will include programs such as Dental Hygiene, Dental Assisting, Practical Nursing and Registered Nursing, all being unique programs within the Health Technology area. One possible limitation within this analysis may be the relatively small number of students which are included within each program area. In this first year analysis, there are a relatively large number of Practical Nursing graduates representing the Health Technology area while the large number of graduates in the Business and Commerce area represent Secretarial Science and Clerical Certificate programs. Although this preliminary analysis by program area is limited by the number of students in each area for comparative purposes, it is hoped that a sufficient number of students in the analysis which will include all colleges will be available so that statewide comparative data can be obtained for each particular program. This would be very useful for comparison of program by program and for local colleges to use in comparing the results of their follow-up studies in a particular program area with statewide results.

Even this preliminary analysis shows substantial differences in the starting salaries of various program areas. For example, the Natural Science Technology students employed are generally making higher salaries than students in some other areas. Although this analysis does not provide an adequate sample size for valid comparisons, it does show that this sort of analysis is needed to focus in on the differences in employment status, salaries, job satisfaction and job location by program area.

SECOND YEAR FOLLOW-UP SURVEY: 1976-77

The Second Year Follow-Up Survey of the Statewide Occupational Follow-Up Study was conducted during the fall and winter of 1976-77. This survey included all students in the study who graduated with a certificate or a degree in an occupational/career program area during the second year of enrollment, and students that had been enrolled during the first year, but had discontinued their education at the community college during the second year. Although the original sample in the study decreased substantially in the second year due to the large number of students withdrawing during the first year and the number of students graduating during the first year, the number of graduates that were surveyed increased substantially during the second year because many associate degree programs in the community college take two years to complete. Also, since many community college students attend on a part-time basis, it takes many students more than one year to complete a one year certificate program. The instruments utilized in the second year follow-up survey were similar to that used for the first year follow-up. This instrument can be seen in Appendix B.

The total number of students included in this survey consisted of 1,446 second year graduates and 2,293 students who withdrew from college during the second year of enrollment. Of the graduates, 942 (65.1%) responded to the survey instrument while 810 (35.3%) of the non-graduates responded to the survey. This large number of responses was of sufficient size to make the results of the analysis meaningful on a statewide basis. Table 22 below shows a summary of the response rate for this phase of the study. Table 36 in Appendix A shows the number of students that were included in the second year follow-up survey for each community college. This table also shows the distribution by students who graduated during the second year and students who withdrew during the second year of attendance.

Table 22

Summary of Students in the Second Year Follow-Up Survey 1976-77

	No. in Survey	No. Responding	Response Rate
Graduates	1446	942	65.1%
Non-Graduates	2293	810 *	35.3%
Total	3739	1752	46.9%

Employment Status of Former Community College Students in the Second Year Follow-Up

The results from the second year follow-up survey indicated that a much larger proportion of the graduates during the second year were employed than those students who discontinued their education during the second year without

* An additional 40 students from one college responded and were used in the study, however, the number of students surveyed at that college was unknown, hence, these were omitted from calculation of the response rate.

graduating. Tables 23 and 24 on the following two pages show the results of this analysis. Of the graduates, 63.7% were employed full-time and not in school while an additional 6.9% were employed full-time and also attending school. Hence, a total of 70.6% of the graduates were employed full-time. Of those graduates who were not in the labor force, 11.6% indicated that they were full-time students. 1.7% indicated they were full-time homemakers, while 4% were unemployed. Of those graduates who were unemployed only 2.9% were unemployed and actively seeking a job. The employment status of the students who withdrew from school without graduating during the second year after enrollment shows that 53.1% were working full-time and were not in school while an additional 12.6% were working full-time and also attending school. Hence, a total of 65.7% of these students had full-time employment. Of the non-graduates who were not in the labor force, 12.7% indicated they were full-time students, 5.3% said that they were full-time homemakers, and 5.7% were unemployed. Of those students that were unemployed, 3.7% indicated that they were unemployed and actively seeking a job.

Employment Status by Original Intent of Students in Second Year Follow-Up

Table 25 shows the results of an analysis of students in the second year follow-up study by their original intent for enrolling at the college. The data in the table are shown for both graduates and non-graduates separately. The results of this analysis showed that the differences among the various intent categories were not as great among the students who graduated during the second year or who withdrew from school during the second year than they were for students withdrawing from school or for students graduating within one year of school. A possible reason for this could be that many of the students had changed their original intent for enrolling in school by the second year. Also to be considered is the fact that for a student to graduate in a two year program within two years, the student must have, been a full-time student, and hence, would have primarily full-time type objectives.

Some noted differences among the intent categories did exist however, and show up in the analysis in Table 25. For example, of those students who graduated during the second year and who indicated the preparation for advanced or specialized training as their original reason for enrolling at the college, 24.7% transferred to another school and were full-time students. This is a much higher proportion than shown for this category by any other intent. Also, of the graduates whose original intent was preparation for employment in occupational/career area, a large proportion (67.9%) were full-time employed and not in school. Of the non-graduates, who had originally enrolled for the purpose of preparation for employment in an occupational/career area, a substantial number (19.5%) transferred to another school and were full-time students. The analysis for non-graduates among the short time intent categories such as Development and/or Review of Basic Vocational Skills shows that many of these students were successful in obtaining full-time employment without completing the certificate or degree program at the community college.

TABLE 23

Employment Status of Former Community College Occupational/Career Students Who Graduated in Two Years After Enrollment

N=942

Employment Status	Male No.	Male Percent	Female No.	Female Percent	Total No.	Total Percent	
1. In the Labor Force and Not In School							
a. Employed Full-Time (35 hrs. or more a Week)	279	64.1%	318	63.3%	597	63.7%	
b. Employed Part-Time (Less than 35 hrs. a Week)	14	3.2%	35	7.0%	49	5.2%	(68.9%)
2. In the Labor Force and also Going to School							
a. Working Part-Time and Going to School Part-Time	7	1.6%	9	1.8%	16	1.7%	
b. Working Full-Time and Going to School Part-Time	29	6.7%	24	4.8%	53	5.7%	
c. Working Full-Time and Going to School Full-Time	5	1.2%	6	1.2%	11	1.2%	
d. Full-Time Student and Working Part-Time	20	4.6%	27	5.4%	47	5.0%	(13.6%)
3. Not in Labor Force							
a. Full-Time Student	62	14.2%	47	9.3%	109	11.6%	
b. Full-Time Homemaker	2	.5%	14	2.8%	16	1.7%	
c. Unemployed but Actively Seeking a Job	12	2.8%	15	3.0%	27	2.9%	
d. Unemployed; not Seeking a Job	4	.9%	6	1.2%	10	1.1%	
e. Military Service	1	.2%	0		1	.1%	(17.4%)
Other	0		1	.2%	1	.1%	(.1%)
No Response	1		4		5		
Total	436	100%	506	100%	942	100%	

TABLE 24

Employment Status of Former Community College Occupational/Career Students Who Discontinued Their Education During the Second Year of Enrollment

Employment Status	Male No.	Male Percent	Female No.	Female Percent	Total No.	Total Percent
1. In the Labor Force and Not In School						
a. Employed Full Time (35 hrs. or more a Week)	262	56.2%	184	49.2%	446	53.1%
b. Employed Part-Time (Less than 35 hrs. a Week)	13	2.8%	17	4.5%	30	3.6% (56.7%
2. In the Labor Force and also Going to School						
a. Working Part-Time and Going to School Part-Time	5	1.1%	9	2.4%	14	1.7%
b. Working Full-Time and Going to School Part-Time	62	13.3%	31	8.3%	93	11.1%
c. Working Full-Time and Going to School Full-Time	12	2.6%	1	.3%	13	1.5%
d. Full-Time Student and Working Part-Time	16	3.4%	19	5.1%	35	4.2% (18,5%
3. Not in Labor Force						
a. Full-Time Student	57	12.2%	50	13.4%	107	12.7%
b. Full-Time Homemaker	9	1.9%	36	9.6%	45	5.3%
c. Unemployed but Actively Seeking a Job	18	3.9%	13	3.5%	31	3.7%
d. Unemployed; not Seeking a Job	6	1.3%	11	2.9%	17	2.0%
e. Military Service	6	1.3%	3	.8%	9	1.1%
Other	0		0		0	
No Response	5		5		10	
Total	471	100%	379	100%	850	100%

Employment Status of former Community College Occupational/Career Students Who Graduated or Withdrew Within Two Years After Enrollment by Original Student Intent

STATUS OF FORMER STUDENTS	Graduates							Non-Graduates						
	A. Preparation for Employment in an Occupational/Career area	B. Improvement of Skills and Competencies useful in Present Job or Business	C. Development and/or Review of Basic Vocational Skills	D. Preparation for Advanced or Specialized Training	E. Exploration of Career Opportunities in the Voc./Tech. Areas	F. Unknown	G. Total	A. Preparation for Employment in an Occupational/Career area	B. Improvement of Skills and Competencies useful in Present Job or Business	C. Development and/or Review of Basic Vocational Skills	D. Preparation for Advanced or Specialized Training	E. Exploration of Career Opportunities in the Voc./Tech. Areas	F. Unknown	G. Total
1. In the Labor Force and Not in School	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Employed Full-Time	67.9%	65.7%	55.3%	64.9%	46.7%	53.8%	63.8%	49.5%	64.4%	50.5%	36.3%	50.7%	48.4%	52.6%
b. Employed Part-Time	4.4%	5.7%	10.3%	1.1%	13.3%	7.7%	4.9%	1.8%	2.9%	2.8%	6.2%	8.5%	5.1%	3.4%
2. In Labor Force and also going to School Part-Time	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Working Part-Time and going to School Part-Time	1.6%	1.4%	--	1.1%	--	3.9%	1.5%	1.8%	1.1%	--	2.5%	--	5.1%	1.9%
b. Working Full-Time and going to School Part-Time	4.8%	7.1%	10.3%	9.0%	4.5%	11.5%	5.7%	8.1%	23.5%	--	12.5%	12.7%	2.0%	11.0%
c. Working Full-Time and going to School Full-Time	1.0%	2.9%	--	--	2.2%	--	1.1%	.8%	--	--	5.0%	4.2%	2.0%	1.4%
d. Full-Time Student and Working Part-Time	3.6%	4.3%	10.3%	12.4%	11.1%	7.7%	5.2%	3.9%	--	2.8%	12.5%	7.0%	3.0%	4.0%
3. Not in Labor Force	X	X	X	X	X	X	X	X	X	X	X	X	X	X
a. Full-Time Student	9.9%	8.6%	10.3%	24.7%	13.3%	11.5%	11.4%	19.5%	2.9%	2.8%	12.5%	11.3%	7.1%	12.6%
b. Full-Time Homemaker	1.7%	1.4%	--	4.5%	2.2%	--	1.9%	7.3%	3.4%	5.5%	1.3%	1.4%	5.1%	5.1%
c. Unemployed but actively Seeking a Job	3.3%	2.9%	3.5%	2.3%	2.2%	3.9%	3.1%	2.6%	.6%	2.8%	6.3%	2.8%	11.0%	3.6%
d. Unemployed; not Seeking a Job	1.2%	--	--	--	4.5%	--	1.1%	1.8%	.6%	2.8%	3.7%	--	5.1%	2.0%
e. Military Service	.2%	--	--	--	--	--	.1%	1.3%	.6%	--	1.3%	1.4%	1.0%	1.1%
4. Other Response	.2%	--	--	--	--	--	.1%	--	--	--	--	--	--	--
5. No Response to this Item	.2%	--	--	--	--	--	.1%	1.6%	--	--	--	--	5.1%	1.3%

Job Placement of Students Who Graduated or Discontinued Their Education Within Two Years After Initial Enrollment

An analysis of the placement of students in the second year follow-up survey shown in Table 26 below indicated a considerable difference from that shown in the first year follow-up survey. The analysis of students who were enrolled over one year within the community college showed that a lower percentage of students continued in a job that they held prior to enrolling at the community college. For example, only 16.9% of the graduates and 17.2% of the non-graduates continued in a prior job. In the first year follow-up survey these results were over 20%. The other trends found in the first year follow-up were similar in the second year follow-up survey, 403 of the employed graduates (50.1%) and 310 of the employed non-graduates (65.1%) indicated that the found the job on their own. College placement offices were utilized very slightly by both the graduates and non-graduates. 2.7% of the graduates and 1.3% of the non-graduates indicated that the college placement office was responsible for helping them locate their present position. College faculty and personnel rated much better with the graduates in this category. 13.3% of the graduates indicated that college faculty and personnel helped them locate their present job. Only 3.2% of the non-graduates indicated college faculty and personnel as being responsible for the location of their job.

Table 26

Job Placement of Employed Former Students who Graduated or Discontinued Their Education Within Two Years After Initial Enrollment

Job Placement	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Continuation of Prior Job	136	16.9%	82	17.2%
College Placement Office	22	2.7%	6	1.3%
Faculty & Personnel	107	13.3%	15	3.2%
Public Employment Agency	12	1.5%	14	2.9%
Private Employment Agency	13	1.6%	8	1.7%
Found Job on Own	403	50.1%	310	65.1%
Other	112	13.9%	41	8.6%
No Response	39		48	
Total	844	100%	524	100%

Salaries of Employed Former Students in the Second Year Follow-Up

Students in the second year follow-up study were asked to indicate their monthly salaries if they were employed. Results of this analysis, appearing in Table 27 below show that a majority of employed graduates were making salaries from $300 through $900 per month. Each of those categories contained about 23% of the students. An additional 12.6% of the students make a salary of between $901 and $1100 per month, while 10.7% of the graduates had salaries of less than $300 per month. Since students who were part-time employed were asked to respond to this item we can assume that many of the salaries of less than $300 per month were those for part-time employed graduates. For the non-graduates the range of salaries is very similar to that of the graduates, however, a few more students indicated salaries which were in excess of $1300 per month. It is assumed that many of these salaries are for students who continued the employment in the same position that they held prior to and during their enrollment at the college.

Table 27

Monthly Salaries of Employed Former Students Who Graduated or Discontinued Their Education Within Two Years After Initial Enrollment

Salary Ranges	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Less than $300 per Month	83	10.7%	47	10.7%
$301 to $500 per Month	178	23.0%	76	17.3%
$501 to $700 per Month	182	23.5%	95	21.6%
$701 to $900 per Month	182	23.5%	83	18.9%
$901 to $1,100 per Month	97	12.6%	65	14.8%
$1,101 to $1,300 per Month	31	4.0%	21	4.8%
$1,301 to $1,500 per Month	7	.9%	28	6.4%
More than $1,500 per Month	14	1.8%	24	5.5%
Number Responding to This Item	774		439	
No Response to This Item	70		85	
Total Numbers	844		524	
Median Salary	$ 566		$ 703	

Job Satisfaction of Former Students in the Second Year Follow-Up

An analysis of the job satisfaction of employed former students in the second year follow-up survey is shown in Table 28. This data is distributed by graduates and non-graduates. The results show that of the graduates, 79.8% indicated they were either very satisfied or satisfied with their present job. Of the non-graduates, 73% were either very satisfied or satisfied with their present position. 10.5% indicated they were

Table 28

Job Satisfaction of Employed Former Students Who Graduated or Discontinued Their Education Within Two Years After Initial Enrollment

Job Satisfaction	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Very Satisfied	303	42.4%	152	31.9%
Satisfied	267	37.4%	196	41.1%
Not Sure	69	9.7%	55	11.5%
Dissatisfied	61	8.5%	64	13.4%
Very Dissatisfied	14	2.0%	10	2.1%
No Response to This Item	130		47	
Total	844	100%	524	100%

either dissatisfied or very dissatisfied with their present job while 50.5% of the non-graduates indicated that they were dissatisfied or very dissatisfied with their present position. Hence, as a group the community college graduates were more satisfied with their positions and jobs than were the non-graduating students who withdrew from the community college during the second year.

Job Location of Former Students in Second Year Follow-Up Study

An analysis of the job location of former students who either graduated within two years after initial enrollment or terminated their education during the second year of enrollment showed that the majority of these students obtained jobs within the same community college district which they attended. 58.2% of the graduates and 65.7% of the non-graduates

obtained jobs within the community college district. An additional 33% of the graduates and 31.4% of the non-graduates obtained a job outside of the community college district but within the State of Illinois. Only 8.8% of the graduates and 2.9% of the non-graduates indicated that they obtained a job outside the State of Illinois. This analysis shows that former community college students generally find jobs within their local community and predominately within the State of Illinois. Table 29 shows a detailed analysis of job locations of former students in the second year follow-up survey.

Table 29

Job Location of Employed Former Students Who Graduated or Discontinued Their Education Within Two Years After Initial Enrollment

Job Location	Graduates		Non-Graduates	
	Number	Percent	Number	Percent
Within Community College District	468	58.2%	314	65.7%
Not Within Community College District but in Illinois	265	33.0%	150	31.4%
Outside Illinois	71	8.8%	14	2.9%
No Response to This Item	40		46	
Total	844	100%	524	100%

Evaluation of Occupational/Career Courses by Students in the Second Year Follow-Up Survey

Table 30 on the next page shows the results of an analysis which attempted to determine how helpful former students found their courses in the career/occupational areas to be with respect to various aspects of their present jobs. Although both graduates and non-graduates indicated that most of their courses were relevant to the various aspects of their present positions, the graduates considered the courses to be much more helpful than did the non-graduates. A large proportion of the non-graduates indicated that the courses taken did not apply to the various aspects of their present jobs which were utilized in this survey. This is similar to the results found in the first year follow-up survey. Again, further study may be needed among the non-graduates to find out the reasons for these responses. A possible explanation may be that full-time students who tend to graduate get much more help in these various areas than do the part-time students who generally do not graduate and often attend at night and are not provided with all the services as full-time students. This is only a hypothesis, however, and would need to be checked out by further study in this area. Tables 31 and 32 on page 61 show a detailed analysis of this item.

Table 30

Percentage of Employed Former Students In the Second Year Follow-Up Survey Who Rated Their Occupational/Career Course as Either Very Helpful or Helpful to Them in Each Particular Aspects of Their Present Position.

(N=1368)

How Helpful Were Occupational/Career Courses in the Following	Percent Rating Courses as Very Helpful or Helpful	
	Graduate Students	Non-Graduate Students
Learning Skills & Competencies Needed on the Job	75.1%	46.0%
Knowing How to Use Job Tools & Equip.	65.3%	33.2%
Getting along with Customers, Clients & Other Workers	61.7%	38.3%
Locating Additional Information Needed on the Job	56.5%	30.0%
Understanding Employer-Employee Relations	56.5%	37.8%
Knowing How to Get Ahead in a Job in This Industry	50.4%	31.0%

Table 31

Summary of Evaluation of Occupational/Career Courses in the Community College by Employed Graduates

Relationship of course of/ Study to Present Position	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
Learning Skills & Competencies Needed on the Job	348 (47.3%)	204 (27.8%)	88 (12.0%)	30 (4.1%)	65 (8.8%)	109 --
Knowing How to Use Job Tools & Equip.	273 (36.8%)	211 (28.5%)	95 (12.8%)	50 (6.7%)	113 (15.2%)	102 --
Getting along with Customers, Clients & Other Workers	217 (29.8%)	233 (31.9%)	155 (21.2%)	43 (5.9%)	82 (11.2%)	114 --
Locating Additional Information Needed on the Job	175 (24.1%)	235 (32.4%)	133 (18.3%)	68 (9.4%)	115 (15.8%)	118 --
Understanding Employer-Employee Relations	171 (23.4%)	242 (33.1%)	178 (24.3%)	64 (8.8%)	76 (10.4%)	113 --
Knowing How to Get Ahead in a Job in This Industry	152 (21.0%)	213 (29.4%)	164 (22.6%)	81 (11.2%)	115 (15.8%)	119 --

Table 32

Summary of Evaluation of Occupational/Career Courses in the Community Colleges by Employed Non-Graduates

Relationship of Course of/ Study to Present Position	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
Learning Skills & Competencies Needed in the Job	74 (17.4%)	122 (28.6%)	62 (14.5%)	42 (9.9%)	126 (29.6%)	98 --
Knowing How to Use Job Tools & Equip.	60 (14.1%)	81 (19.1%)	49 (11.5%)	43 (10.1%)	192 (45.2%)	99 --
Getting Along with Customers, Clients & Other Workers	50 (11.9%)	111 (26.4%)	86 (20.4%)	38 (9.0%)	136 (32.3%)	103 --
Locating Additional Information Needed on the Job	42 (10.0%)	84 (20.0%)	62 (14.7%)	52 (12.4%)	180 (42.9%)	104 --
Understanding Employer-Employee Relations	49 (11.6%)	111 (26.2%)	85 (20.1%)	45 (10.6%)	133 (31.5%)	101 --
Knowing How to Get Ahead in a Job in this Industry	39 (9.2%)	93 (21.8%)	77 (18.1%)	50 (11.7%)	167 (39.2%)	98 --

Analysis of Follow-Up Data by Program Area

Table 33 on the next page shows an analysis of the employment status, salary range, job satisfaction and job location of students in the Second Year Follow-Up Study by major program areas. This analysis was limited to only those schools who submitted their data in aggregate form on forms rather than on an individual basis by students using computer cards. Computer programs for analyzing follow-up data by program area have not been completed at this time but will be completed prior to the next progress report. The detailed analysis of the follow-up results by specific program area is planned for the third progress report. The results from the Second Year Follow-Up indicates a much larger number of graduates in each of the major program areas shown. This table reveals that an analysis by program area may be very fruitful because there are some significant differences in employment status, salary ranges, and job satisfaction among the program areas utilized. Also shown in this analysis of Second Year Follow-Up data by program are some differences from the First Year Follow-Up analysis by program area. For example, in the health technology area, the salaries received by students graduating during the second year are substantially larger than those received by students graduating from the program during the first year. This is very understandable since the first year graduates include primarily students getting certificates in practical nursing and dental assisting whereas the second year graduates include students getting associate degrees in registered nursing and associate degrees in dental hygiene to name a few.

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Table 33

Second Year Follow-Up Analysis by Program Area for a Limited Number of Schools

ICCB Statewide Occupational Follow-Up Study

Program Area	Number of Graduates Surveyed	Number Responding to Follow-Up Survey	EMPLOYMENT STATUS (Number in Each Category)	1. Working and Not in School	2. In Labor Force and Also Going to School	3. Not in Labor Force	4. No Response	SALARY RANGES (Number in Each Category)	1. Less than $300 per month (Less than $3,600)	2. $301 to $500 per month ($3,600 to $6,000)	3. $501 to $700 per month ($6,001 to $8,400)	4. $701 to $900 per month ($8,401 to $10,800)	5. $901 to $1,100 per month ($10,801 to $13,200)	6. $1,101 to $1,300 per month ($13,201 to $15,600)	7. $1,301 to $1,500 per month ($15,601 to $17,400)	8. More than $1,500 per month (more than $17,801)	9. No Response	JOB SATISFACTION (Number in Each Category)	1. Very Satisfied	2. Satisfied	3. Not Sure	4. Dissatisfied	5. Very Dissatisfied	6. No Response to Item	LOCATION (Number in Each Category)	1. Within the ( ) Community College District	2. Not in ( ) College District, but in Illinois	3. Outside of Illinois	4. No Response
Business and Commerce Technology	185	109	109	53%	12%	26%	9%	109	1%	19%	18%	9%	6%	3%	9%	2%	39%	109	19%	29%	9%	5%	2%	36%	109	48%	17%	6%	31%
Data Processing Technology	32	11	11	27%	27%	27%	18%	11	9%	--	45%	9%	18%	--	--	--	18%	11	36%	9%	--	9%	9%	36%	11	36%	36%	--	27%
Health Technology	177	97	97	72%	14%	6%	7%	97	5%	10%	10%	28%	29%	1%	--	--	17%	97	36%	23%	9%	7%	--	27%	97	50%	27%	5%	19%
Industrial Technology	120	60	60	53%	17%	15%	15%	60	3%	3%	17%	23%	12%	13%	2%	5%	22%	60	33%	33%	10%	2%	--	22%	60	52%	28%	--	20%
Natural Science & Agriculture Tech.	135	98	98	69%	7%	21%	2%	98	10%	11%	17%	21%	9%	3%	2%	1%	26%	98	40%	32%	5%	6%	--	17%	98	53%	32%	1%	14%
Public Service Technology	107	58	58	28%	26%	31%	17%	58	19%	22%	5%	5%	1%	--	--	1%	45%	58	45%	28%	7%	12%	--	9%	58	24%	31%	7%	38%

ICCB Statewide Occupational Follow-Up Study

CONCLUSIONS AND RECOMMENDATIONS

Although the ICCB Statewide Occupational Follow-Up Study has one more year to be implemented before it is concluded and a final follow-up study report is written, a number of conclusions and recommendations can be made on the basis of the results obtained from the study thus far. To make an objective evaluation of the ICCB Statewide Occupational Follow-Up Study it is necessary to examine the objectives of the study when the study was initiated.

The first objective was "To Identify the Reasons that Students have for Taking Course Work in Occupational/Career Areas in the Community Colleges". By identifying the original intent of the students in the Occupational Follow-Up Study, this objective was accomplished and proved to be a very significant item in the overall analysis of the data in the follow-up study. Results showed that only 56.2% of the students enrolled in an occupational/career program at the community college with the intent of preparation for employment in an occupational/career area. Most follow-up studies assume that all students in the occupational/career programs have this intent. This study revealed that a substantial number of students enroll in occupational/career programs in the community colleges with very short term intents, such as "Improvement of Skills and Competencies Useful in Present Job or Business" or "Exploration of Career Opportunities in Vocational/Technical Areas". Hence, the study revealed that many community college students who withdraw after the first term do so because they successfully completed their original objective for enrolling at the college and should be considered as completers rather than as dropouts.

The second objective of the study was "To Determine to What Extent Former Occupational/Career Students Achieve their Objectives". This follow-up study was able to show that both graduates and non-graduates of occupational/career programs in the community colleges achieve their objectives to a large degree. These former students were successful in obtaining full-time employment after completing their course work at the community college. A sizable proportion of the students continued their education beyond the community college on either a full-time or part-time basis. Of those students that were employed, a large proportion were very satisfied with their present job or position and were making very adequate salaries. Because a substantial proportion of the non-graduates continued their previous employment it was impossible to make a fair comparison of the median salary for graduates as compared to non-graduates. The aggregate form of the reported data obtained from many of the colleges did not enable this factor to be isolated in the analysis. It is recommended that in the future follow-up studies, individual data be obtained and this factor be isolated so that a good comparison can be made between the salaries of the graduates and the non-graduates. These recommendations can be generalized as follows:

Recommendation 1: Data obtained for future statewide occupational follow-up studies should be obtained on an individual student basis so that analysis of the results can be made with complete control of all the variables.

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Recommendation 2: Students who are enrolled at the community colleges and are employed full-time constitute a significant unique group of students that should be studied separately in a future follow-up study. Some criteria of success that might be used with this group is an increase in salary or advancement in their job or position.

The former students were also asked to evaluate how well occupational/career courses prepared them for various aspects of their jobs. A majority of the graduates indicated that these courses were helpful in preparing them for these aspects of their jobs. Although many non-graduates also indicated that these courses were helpful, a large proportion indicated that the courses they took did not apply to these aspects of their jobs. The reasons for this were not clear from this study. Since the part-time adult students responded quite differently to this item, the following recommendation seems in order.

Recommendation 3: Part-time adult students should be surveyed as a unique group to determine how well specific community college courses are meeting their objectives.

When asked how the former community colleges occupational/career graduates found their jobs only a small percentage (2.7%) credited the college placement office as being responsible for helping them find their present position. Although a larger percentage (12.3%) credited their college instructors or other college personnel for helping them find their present job the majority of the students either continued in their previous position or found the job on their own (69.8%). The one item about job placement used in this follow-up study was not adequate to answer all the questions and possible reasons for these results. Hence, a more detailed study of the placement needs of community college students and the best ways that these needs can be met by the college placement offices would be needed. This suggests the following recommendation:

Recommendation 4: Community colleges should do a detailed study of the job placement needs of their students and the effectiveness of the college placement offices in meeting these needs.

The third objective of the study was "To Determine the Enrollment Patterns of Occupational/Career Students in the Community Colleges of Illinois". This objective was to a large degree accomplished during the first year of the study and through the withdrawal analysis conducted after the end of the first year. This analysis revealed that over one out of three (37%) of the full-time students discontinued their college education without completing a certificate or degree program during the first year. Of the part-time students, over one out of two (54.2%) discontinued their education during the first year of enrollment. It must be pointed out that a substantial proportion of these students that discontinued enrollment did so because they either completed their original intent for enrolling at the college, were able to find full-time employment, or interrupted their enrollment temporarily because of family or job responsibilities. Very few of these students discontinued their education because of academic difficulty or other reasons traditionally thought to be ones for students to withdraw from college. Many students who temporarily interrupt their enrollment at the community colleges do re-enroll at a later time. The

design of this "follow-up" did not provide for a detailed study of these students, although this type of study would be needed to adequately document the enrollment patterns of community college students. This suggests the following recommendation:

> Recommendation 5: A detailed study should be conducted of students who discontinue their enrollment at the community colleges prior to completing their objectives to determine if and when they re-enroll at the college.

The fourth objective of the study was "To Determine the Job Location of Former Community College Occupational/Career Students". The follow-up study revealed that a large majority of former community college occupational/career students obtained employment in the same community college district they attended (66%). A sizable proportion obtained employment in a nearby community college district and within the State of Illinois (28%) and only a small percentage (6%) found employment outside the State of Illinois.

Objectives five, six and seven of the Statewide Occupational Follow-Up Study all deal with the local development and local use of occupational follow-up study data at the local community colleges. These objectives are as follows:

5. "To Assist and Encourage Local Institutions in Developing Occupational Follow-Up Studies";

6. "To Assist the Local Institution in Obtaining Data Necessary for Master Planning in Occupational Program Areas"; and

7. "To Assist in Providing Necessary Data for Local Occupational Program Advisory Committees".

Although a few of community colleges had excellent occupational follow-up studies prior to this Statewide Occupational Follow-Up Study, the majority of public community colleges in Illinois had no occupational follow-up studies being implemented. Due to the initiation of the ICCB Statewide Occupational Follow-Up Study all public community colleges in Illinois that had occupational/career students enrolled in the Fall of 1974 were involved in following up their sample of occupational/career students. This meant that many community colleges were initiating occupational follow-up studies of their own for the very first time. A number of these community colleges went beyond the scope of the Statewide Occupational Follow-Up Study and followed up their students each term from year to year rather than just the sample used in the statewide study. Hence, many community colleges took advantage of the encouragement and assistance provided through the Statewide Occupational Follow-Up Study to develop viable occupational follow-up studies at their local institution. These studies were often independent of the Statewide Occupational Follow-Up Study and were based on local institutional needs. The Research Advisory Council considered this to be the major reason for developing the Statewide Occupational Follow-Up Study. To a large extent, this objective has been accomplished. Hopefully, the community colleges will continue to further develop their efforts in this area and to make better use of the occupational follow-up study information at their own institutions.

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APPENDIX A

TABLES SHOWING RESPONSE RATES BY COLLEGE FOR THE WITHDRAWAL ANALYSIS AND THE FIRST AND SECOND YEAR FOLLOW-UP SURVEYS.

Appendix A has been deleted due to marginal legibility.

APPENDIX B

STANDARDIZED SURVEY INSTRUMENTS

STANDARDIZED ITEMS
FOR THE
WITHDRAWAL ANALYSIS
INTERVIEW OR SURVEY

Note: Individual responses will be treated confidentially. Names are requested because of the need to verify program completions, where appropriate, for government reporting purposes.

Social Security Number_____ Date_____

Student's Name_____ College Program_____

Student's Permanent Address_____

_____

I. Reason for terminating your education. (Check the one reason which best fits your situation.)

___ A. Took all the courses that I originally planned to take.
___ B. Academic difficulty; courses too difficult.
___ C. Changed career goals.
___ D. Transferred to another college or school to continue advanced training.
___ E. Present job responsibilities too great.
___ F. Financially unable to attend at this time.
___ G. Cannot obtain transportation to and from college.
___ H. Present family responsibilities interfere.
___ I. Obtained full-time employment in the occupation for which I was trained at the community college.
___ J. Obtained full-time employment in an occupation which is related to the education received at the community college.
___ K. Other (Specify)_____

_____

Note: Colleges may include additional items needed for local use. These additional items should be reported as "other" (code 'K') for state reports.

II. What is your present employment status?

___ A. Employed full-time
___ B. Employed part-time
___ C. Unemployed

III. If you are employed, please complete the following:
Company or Organization_____
Address_____
_____
Job Title_____

IV. Are you presently seeking employment? ___ Yes ___ No

V. If you are seeking employment, would you like the assistance of the college Placement Office? ___ Yes ___ No

SUGGESTED DATA SURVEY

Name of College is very interested in helping each student achieve his or her educational goals. Please help us serve you better by completing the following information.

Name_____ Social Security #_____

I. Which one of the following items best describes your intent for being enrolled in an occupational program in the community college? (Check only one.)

____ A. Preparation for Employment in an Occupational/Career area.

____ B. Improvement of Skills and Competencies useful in Present Job or Business.

____ C. Development and/or Review of basic Vocational Skills.

____ D. Preparation for Advanced or Specialized Training.

____ E. Exploration of Career Opportunities in the Vocational/ Technical Areas.

II. What is your enrollment status? ____ Full-Time ____ Part-Time

III. We would like you to help us evaluate our programs both while you are at school and after you have completed your education. To be able to get your input we must be kept informed of your address changes. Please keep us informed. We are interested in you.

In case we cannot reach you at your latest permanent address, what one person would always know of your whereabouts. (Please list grandparent, aunt, uncle, or other relative or friend.)

Name_____ Relationship_____

Address_____

_____

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